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ABSTRACT

A three-year program was conducted at St. Olaf College to develop new awareness and sensitivity toward changing roles of women and men among a variety of audiences including students, faculty, administrators, spouses of faculty, and parents. The major components of the program were (1) a Career Advisory Panel of ten women successful in nontraditional careers for women; (2) an annual scholar-in-residence who worked with faculty and taught a women's studies course; (3) summer study grants for faculty research on topics related to women's studies or the changing roles of women and men; and (4) a career counselor who coordinated the activities of the Career Advisory Panel, planned programs, and counseled students in life planning, job search strategies, and issues related to changing sex roles. For both men and women students, data were gathered on choice of major (1974-1977); immediate post-baccalaureate occupation; attitudes toward the roles of men and women (1976 and 1978); expectations regarding level of education, success in future work, and lifestyles; and use and evaluation of the career counselor, the Career Advisory Panel, and the women's studies courses. Questionnaires and evaluation forms were also used to gather information on the helpfulness of programs and their perceived impact, and the Career Advisory Panel members were asked to assess the programs they were involved in. The analyses showed that, although there was only slight evidence of change in the student body as a whole, the program had definite impact on some students and some impact on many students, both male and female. (LMS)

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EVALUATION OF

"WOMEN IN CAREERS" PROGRAM

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and

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July, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

In 1975, St. Olaf College received a grant from the Andrew W. Mellon Foundation to support a three-year program entitled "Women in Careers: A Changing Perspective." The program was designed to develop "new awareness and sensitivity toward changing roles of women and men among a variety of audiences, including students, faculty, administrators, spouses of faculty, and parents,"[1] with an emphasis on enlarging the perspectives of women students concerning careers and the possibilities of different life-styles regarding marriage and children. The major components of this program were:

1) a Career Advisory Panel made up of ten women successful in careers not often chosen by women, who participated in a variety of programs and activities designed for St. Olaf students, faculty, administrators and others;

2) an annual scholar-in-residence who worked with a St. Olaf faculty member during our January Interim, taught a course related to women's studies or the changing roles of women and men, and made presentations to a variety of audiences;

3) summer study grants which enabled faculty to do research on topics related to women's studies or the changing roles of women and men; and

4) a Career Counselor who coordinated the activities of the Career Advisory Panel as well as planning programs and counseling individual students in such areas as life planning, job search strategies, and issues related to changing sex roles.

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[1]Letter from Dean William C. Nelsen, St. Olaf College, to Ms. Claire List, Andrew W. Mellon Foundation, February 11, 1975.

In order to assess the impact of this grant program on St. Olaf College, a variety of measures were used. During the three years of the grant we gathered and analyzed data on students' choice of major and career plans, collected written evaluations of many programs and activities, and conducted two attitude surveys. The results of this research are presented in three reports:

Report 1: Occupational Plans and Choice of Major of St. Olaf Students, 1974-1977

Report 2: Attitudes of St. Olaf Students Toward the Roles of Women and Men, 1976 and 1978

Report 3: Impact of the Career Counselor and the Career Advisory Panel

The conclusion presents a summary of the research presented in these three reports and an assessment of the overall impact of the program.

REPORT 1

OCCUPATIONAL PLANS AND CHOICE OF MAJOR OF ST. OLAF STUDENTS

1974 - 1977

OCCUPATIONAL PLANS AND CHOICE OF MAJOR OF ST. OLAF STUDENTS, 1974-1977

ABSTRACT

Analyses were made of: 1) the immediate post-baccalaureate occupations of St. Olaf seniors (both male and female) who graduated from 1974 through 1977, 2) the undergraduate majors of seniors who graduated in 1974 and 1977, and 3) the graduate majors chosen by those students in the classes of 1974 through 1977 who planned to enter graduate school.

These analyses of the occupational and major choices made by St. Olaf graduates from 1974 to 1977 indicated some change on the part of women students away from traditional sex role expectations: in 1977, fewer women chose to become nurses and teachers, fewer chose to pursue graduate study in predominantly female fields, and more chose to major in predominantly male undergraduate fields than in 1974. There was no indication, however, that the men became any less traditional in their choices; in fact, the percentage of men choosing predominantly male majors, both graduate and undergraduate, increased between 1974 and 1977.

One of the goals of the "Women in Careers" program was to free students from pressures to select majors and careers consistent with traditional sex-role expectations. If we assume that many of the choices made by students have been, and still are, overly influenced by these pressures to conform to societal expectations, then, if this goal were met, we would expect to find a reduction in the total number of students selecting majors and careers that conform with traditional sex-role expectations. The expectation of such a reduction does not mean, however, that it was an objective of the program to discourage any given individuals from selecting majors and careers traditional to their sex; the program was designed to provide students with more options, not to pressure them into choosing non-traditional options.

In order to determine whether there was a reduction in the number of students selecting majors and careers traditional to their sex, we analyzed the immediate post-baccalaureate occupations of St. Olaf seniors (male and female) who graduated from 1974 through 1977, the undergraduate majors of seniors who graduated in 1974 and 1977, and the graduate majors chosen by those students in the classes of 1974 through 1977 who planned to enter graduate school.

Since the "Women in Careers" program began in the 1975-76 school year, students who graduated in 1974 and 1975 had no exposure to the program. For students who graduated in 1976, the program was in operation during their senior year, and for students who graduated in 1977, the program was in operation during their junior and senior years. Thus, if the choices of the classes of 1974 and 1975 differ from those of the classes of 1976 and especially 1977, these differences might be due in part to the "Women in Careers" program.

Using these measures to assess the impact of the "Women in Careers" program presents several problems. One is that there are many factors which influence students' choice of major and career, such as family attitudes and values, high school experience, prevailing attitudes towards various majors and careers, etc. These outside factors might be strong enough to mask any effects of the "Women in Careers" program. A second problem is that the classes studied were not exposed to the program for their entire college career; the 1977 graduates were only exposed to the program in their junior and senior years, and many may have had their plans set by that stage in their college career. The class of 1979 will be the first class to have been exposed to the program (or its continuation) for their entire four years at St. Olaf.

A third problem with using these measures to assess the program's impact is that the classes being compared may have come to St. Olaf with initial differences which affected their choice of major and career. Because of all these difficulties, the analyses presented in this report should be considered only a rough measure of the impact of the "Women in Careers" program.

Occupations of St. Olaf Graduates, 1974-1977

In order to determine whether the classes of 1976 and 1977 differed in occupational choice from the classes of 1974 and 1975, we analyzed the immediate post-baccalaureate occupations of St. Olaf students who graduated in these years. The information used in this analysis was gathered by the Office of Career Planning and Placement by a questionnaire distributed to the members of each class at graduation. To those students whose plans were indefinite at graduation, a follow-up questionnaire was mailed in August and, when necessary, again in November. Thus, our analysis is based on the occupational plans of students up to the November after graduation. Those students who indicated employment as their primary occupation were classified by the Office of Educational Research

according to type of employment.[1] Examples of occupations classified in each category are as follows:

Professional: engineer, high level position in government, business or industry, medicine, law, college or university teaching, ministry

Semiprofessional: nurse, teacher, social worker, Peace Corps volunteer, dietition, statistician, business manager in large concern

High White Collar: insurance agent, sales representative, store manager, head resident, radio announcer, piano teacher, lab assistant

Low White Collar: clerical or sales worker, technician

Skilled Manual: baker, carpenter, painter

Semiskilled: bartender, bus driver, cook

Unskilled: cafeteria worker, domestic, waiter

Table 1 shows the immediate post-baccalaureate occupations of St. Olaf students who graduated in 1974 through 1977, classified according to this system. In general, the table shows very little change in the occupational choice of St. Olaf seniors, male or female, during this four-year period. For the male graduates, the changes between 1974 and 1977 are very small, and there appears to be as much variation between any two years during this period as there is between the first year and the last. For the female students, there is slightly more evidence of change or consistent trends over this period; however, there is no strong evidence that the occupational choice of the 1976 and 1977 female graduates was less influenced by traditional sex-role expectations than that of their 1974 and 1975 counterparts.

There was a decrease in the percentage of female students choosing the typically-female occupations of teaching and nursing (down from 31.3% of the class of 1974 to only 22.7% of the class of 1977), but the increase in "other

[1]The classification system used was developed by the Center for Research and Development in Higher Education at the University of California at Berkeley. It was based on several sources, including the Dictionary of Occupational Titles and the work of Otis Dudley Duncan.

Table 1

OCCUPATION OF ST. OLAF GRADUATES BY YEAR OF GRADUATION

Occupation		Year of Graduation							
		1974		1975		1976		1977	
		M	F	M	F	M	F	M	F
Professional	n	-	-	-	-	1	-	-	-
	%	-	-	-	-	.4	-	-	-
Semiprofessional	n	15	96	19	74	26	86	23	70
	%	6.0	34.2	9.4	30.6	10.6	31.0	10.5	26.9
Nurses and Teachers	n	8	88	16	70	22	78	12	59
	%	3.2	31.3	7.9	28.9	9.0	28.2	5.5	22.7
Other Semiprofessional	n	7	8	3	4	4	8	11	11
	%	2.8	2.8	1.5	1.7	1.6	2.9	5.0	4.2
High White Collar	n	32	27	9	18	27	23	24	25
	%	12.9	9.6	4.4	7.4	11.0	8.3	11.0	9.6
Low White Collar	n	7	14	12	17	10	15	3	17
	%	2.8	5.0	5.9	7.0	4.1	5.4	1.4	6.5
Skilled Manual	n	1	-	1	-	2	-	3	-
	%	.4	-	.5	-	.8	-	1.4	-
Semiskilled	n	7	-	-	-	4	-	5	2
	%	2.8	-	-	-	1.6	-	2.3	.8
Unskilled	n	6	1	3	-	3	1	3	2
	%	2.4	.4	1.5	-	1.2	.4	1.4	.8
Further Education	n	116	75	98	69	99	71	97	67
	%	46.8	26.7	48.3	28.5	40.4	25.6	44.3	25.8
Graduate/Professional School	n	110	69	91	52	89	58	89	51
	%	44.4	24.6	44.8	21.5	36.3	20.9	40.6	19.6
Undergraduate	n	6	6	7	17	10	13	8	16
	%	2.4	2.1	3.4	7.0	4.1	4.7	3.7	6.2
Homemaker	n	-	5	-	1	-	-	-	-
	%	-	1.8	-	.4	-	-	-	-
Volunteer	n	1	-	-	1	-	4	2	1
	%	.4	-	-	.4	-	1.4	.9	.4
Travel	n	1	1	6	2	7	5	8	4
	%	.4	.4	3.0	.8	2.9	1.8	3.7	1.5
Indefinite	n	62	62	55	60	66	72	51	72
	%	25.0	22.1	27.1	24.8	27.0	26.0	23.3	27.7
Total	n	248	281	203	242	245	277	219	260
	%	99.9	100.2	100.1	99.9	100.0	99.9	100.2	100.0
Unable to Classify/No Information	n	14	12	14	9	23	7	15	11

semiprofessional" areas was not large (up from 2.8% of the class of 1974 to 4.2% of the class of 1977). The percentage of women going on to graduate and professional school actually decreased during this period (down from 24.6% of the class of 1974 to 19.6% of the class of 1977). Since the percentage of male graduates going on to graduate school also decreased during this period, the decrease in the women's graduate school attendance may have been due in part to a general trend away from graduate school as a result of a weakening labor market for persons with many advanced degrees. During each of these four years, the male rate of graduate school attendance was approximately twice that of the female rate.

If fewer women graduates were entering semiprofessional occupations and entering graduate or professional school in 1977 than in 1974, what were they doing instead? Slight increases in 1977 were found in the percentages pursuing further undergraduate education (6.2% in 1977, compared with 2.1% in 1974) and those who were still undecided (27.7% in 1977; 22.1% in 1974). In 1977, higher percentages of women than men fell into these two categories (only 3.7% of the 1977 men were pursuing further undergraduate education; 22.3% were still indefinite about their plans). In 1974, however, slightly higher percentages of men than women fell into these two categories.

It is difficult to interpret the implication of these changes in the occupational choices of St. Olaf's women graduates without knowing what will happen to those who indicated they were still indefinite and those who entered low-level "temporary jobs." A follow-up study of students 5 or 10 years after graduation would provide a much more meaningful measure of the possible effects of the "Women in Careers" program on the occupational choice and attainment of St. Olaf women than this analysis of immediate post-baccalaureate plans.

Choice of Major

The undergraduate majors of the classes of 1974 and 1977 were analyzed by classifying each major as being predominantly male, approximately equal, or predominantly female, according to the percentage of each sex receiving a baccalaureate degree in that field in 1974-75.[2] Majors consisting of more than 66% of either sex were considered predominantly male or female; majors consisting of less than 66% of both sexes were considered approximately equal. Examples of majors classified as being predominantly male are: chemistry, economics, philosophy, physics, political science, and religion. Examples of majors classified as being approximately equal male/female are: biology, English, history, math, music, psychology, sociology. Examples of majors classified as being predominantly female are: French, German, Spanish, home economics, and nursing.

Table 2 shows the undergraduate majors of men and women graduates of 1974 and 1977 by type of major, using this method of classification. As this table indicates, a higher percentage of both male and female graduates had completed predominantly male majors in 1977 than in 1974, though the increase was larger for women than it was for men. The women showed no decrease in the precentage choosing predominantly female majors, but they did show a decrease in the number choosing approximately equal majors. Even though there was no decrease in the percentage of women choosing predominantly female majors, the increase in the number selecting predominantly male majors indicates that some of the 1977 women graduates may have been less influenced by sex-role expectations than the 1974 women graduates.

The graduate majors chosen by those students in the classes of 1974-1977 who planned to enter graduate school were also classified as being predominantly male,

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[2]Source of data: Scientific Manpower Commission, Professional Women and Minorities. "Bachelor's, Master's, Doctor's Degrees conferred by Sex and Field, U.S., 1974-75", Table G-D-3c, July, 1977, pp. 52.8 - 52.9.

Table 2

NUMBER AND PERCENT OF ST. OLAF MEN AND WOMEN GRADUATING IN 1974 AND 1977
BY TYPE OF UNDERGRADUATE MAJOR

Undergraduate Major		Men		Women	
		Year of Graduation		Year of Graduation	
		1974	1977	1974	1977
Predominantly Male	n	116	121	25	47
	%	35.8	41.4	6.9	14.5
Approximately Equal Male/Female	n	189	164	220	169
	%	58.3	56.2	60.4	52.2
Predominantly Female	n	19	7	119	108
	%	5.9	2.4	32.7	33.3
Total	n	324	292	364	324
	%	100.0	100.0	100.0	100.0
Unable to Classify	n	4	3	5	7

approximately equal, or predominantly female, according to the percentages of graduate degrees awarded to each sex in that field in 1974-75.[3] As was done with undergraduate majors, fields consisting of more than 66% of either sex were considered predominantly male or female, and fields consisting of less than 66% of both sexes were considered approximately equal. Examples of predominantly male graduate majors according to this definition are: medicine, law, business administration, chemistry, computer science, theology, and biology. Examples of approximately equal graduate majors are sociology, music, linguistics, foreign languages, and education. Examples of predominantly female graduate majors are library science, nutrition, and nursing. Note that not all fields are classified the same as graduate and undergraduate majors. For example, biology was classified as a predominantly male major for graduate study, although it was

[3]Source of data: same as above

considered an approximately equal major for undergraduate study.

Table 3 shows the type of graduate major chosen by those students in the classes of 1974-1977 who planned to enter graduate school. The percentage of male students entering predominantly male graduate fields grew even larger from 1974 to 1977, but the percentage of women students entering these fields stayed about the same. The women students did show a decrease in the percentage entering predominantly female graduate fields, with a corresponding increase in the percentage entering approximately equal fields. Thus, although the number of women entering graduate shool relative to men did not improve from 1974 to 1977, the majors chosen by those who did plan to go show some change away from traditional sex-role expectations.

Table 3

NUMBER AND PERCENT OF ST. OLAF MEN AND WOMEN GRADUATING IN 1974-77 BY TYPE OF GRADUATE MAJOR

Graduate Major		Men				Women			
		Year of Graduation				Year of Graduation			
		1974	1975	1976	1977	1974	1975	1976	1977
Predominantly Male	N	88	75	73	79	31	24	25	24
	%	84.6	85.2	83.9	91.9	47.0	49.0	45.5	48.0
Approximately Equal Male/Female	N	16	13	14	6	22	19	23	21
	%	15.4	14.8	16.1	7.0	33.0	38.8	41.8	42.0
Predominantly Female	N	-	-	-	1	13	6	7	5
	%	-	-	-	1.2	19.7	12.2	12.7	10.0
Total	N	104	88	87	86	66	49	55	50
	%	100.0	100.0	100.0	100.0	99.7	100.0	100.0	100.0
Unable to Classify	N	4	2	-	1	2	3	4	1

In summary, the occupational and major choices made by St. Olaf graduates from 1974 to 1977 indicate some change on the part of women students away from traditional sex role expectations. In 1977, fewer women chose to become nurses and teachers and to pursue graduate study in predominantly female fields than in 1974, and more chose to major in predominantly male undergraduate fields. There is no indication, however, that the men became any less traditional in their choices; in fact, the percentage of men choosing predominantly male majors, both graduate and undergraduate, increased between 1974 and 1977.

REPORT 2

ATTITUDES OF ST. OLAF STUDENTS TOWARD THE ROLES OF WOMEN AND MEN, 1976 AND 1978

ATTITUDES OF ST. OLAF STUDENTS TOWARD THE ROLES OF WOMEN AND MEN, 1976 AND 1978

ABSTRACT

Questionnaires were sent to a random sample of St. Olaf students in 1976 and 1978. Both questionnaires included attitudinal statements about the roles of women and men to which students indicated agreement or disagreement, and questions about their personal expectations for the future. The 1978 questionnaire also included items on the use and evaluation of the Career Counselor, Career Advisory Panel, and women's studies courses.

For women respondents, no evidence of change between 1976 and 1978 was found in attitudes toward the roles of women and men or in expectations. For men students, some attitude change was found in the direction of greater recognition of equal ability, greater support for equal opportunity, and greater acceptance of women's studies. There was no evidence of change in the expectations of men students.

Several differences were found in the responses of persons who indicated they had participated in one of the three major parts of the program and the responses of those who had not. Among the women, participants showed greater support for nontraditional sex roles, less support for defining roles in terms of obligations and restrictions, and greater career orientation than did nonparticipants. There was also some evidence that, among men, participants were more supportive of women's careers than were nonparticipants. In addition, students who had taken women's studies courses indicated they felt these courses had definite personal impact on them.

One of the goals of the "Women in Careers" program was that students develop new awareness and sensitivity to the changing roles of women and men. In order to measure the extent to which student thinking about the roles of women and men changed during the grant period, we sent a questionnaire to a random sample of students in the spring of 1976 and again in the spring of 1978. This questionnaire included statements about the roles of women and men in society, to which students were asked to indicate agreement or disagreement, and a few questions about their personal plans and expectations. The 1978 questionnaire also included evaluative questions about women's studies courses, the Career Counselor, and the Career Advisory Panel. This report presents the 1976 and 1978 responses to the questions about attitudes, expectations, and women's studies; the responses to the questions about the Career Counselor and Career Advisory panel are presented in Report 3: "Impact of the Career Counselor and the Career Advisory Panel."

Response Rate

The 1976 questionnaire was sent to 398 students (approximately 100 from each of the four classes); 261 were returned for a response rate of 65.6%. The 1978 questionnaire was sent to 400 students (100 from each of the four classes); 334 were returned for a response rate of 83.5%.[1] On the basis of the responses in 1976, the questionnaire was revised somewhat before it was sent out in 1978.

[1]A higher response rate was received in 1978, because in that year, an I.D. number was written on each questionnaire and nonrespondents received a personalized follow-up reminder. In 1976, I.D. numbers were not used and a general reminder was sent to all students.

With one or two exceptions, this report presents the responses to the questions included in the 1978 version only. For a copy of the questionnaire, see Appendix A.

Use and Awareness of Program

An estimate of the proportion of students who had direct contact with some part of the "Women in Careers" program will help in interpreting the amount of change found in the student responses from 1976 to 1978. Such an estimate can be made from the students' responses to three items on the questionnaire. Respondents were asked to indicate whether they had consulted with the career counselor, had contact with a Career Advisory Panelist (CAP), or taken a women's studies course. As Table 1 shows, only about a third of the respondents indicated they had taken part in one or more of these three major parts of the "Women in Careers" program. Women had participated more than men; nearly half of the women, compared to a fourth of the men, reported participation.

Responses to the questions about the Career Counselor and CAP also indicated that ignorance of these programs was fairly high: about a third of the students indicated they did not know St. Olaf had a career counseling service and almost half indicated they did not know about the CAP. Not surprisingly, the women showed more awareness of these programs than did the men.

Comparison Groups

The changes in student responses to the questionnaire items from 1976 to 1978 were analyzed in two ways. In order to determine if there were changes in the attitudes of the men and women who were at St. Olaf during the three years of the grant program, we compared the responses given in 1976 and in 1978 by men and women in the classes of '78 and '79, i.e. we compared by sex the responses given by freshmen and sophomores in 1976 with the responses given by

Table 1

NUMBER OF STUDENTS INDICATING PARTICIPATION IN PROGRAM BY SEX

Item	Men		Women		Total	
	n	%	n	%	n	%
Consulted with Career Counselor:						
Yes	9	5.8	28	16.3	37	11.3
No, and did not know the service was available	64	41.0	54	31.4	118	36.0
No, but did know the service was available	83	53.2	90	52.3	173	52.7
Total	156	100.0	172	100.0	328	100.0
Attended program or class session featuring a Career Advisory Panelist, or had a discussion with one:						
Yes	21	13.5	46	26.7	67	20.5
No, and did not know St. Olaf had CAPs	78	50.3	67	39.0	145	44.3
No, but did know St. Olaf had CAPs	56	36.1	59	34.3	115	35.2
Total	155	99.9	172	100.0	327	100.0
Number of women's studies courses taken:						
One	8	5.1	22	12.9	30	9.1
Two	2	1.3	5	2.9	7	2.1
None	147	93.6	144	84.2	291	88.7
Total	157	100.0	171	100.0	328	99.9
Indicated at least one of the above experiences:						
Yes	40	25.5	73	42.4	113	34.3
No	117	74.5	99	57.6	216	65.7
Total	157	100.0	172	100.0	329	100.0

juniors and seniors in 1978. In order to determine whether the attitudes of men and women as a whole changed from 1976 to 1978, we also compared the responses of all men and all women in 1976 with those of all men and all women in 1978.

There are several problems with using these comparisons as an assessment of the impact of the "Women in Careers" program. One is that student expectations and attitudes toward sex roles are influenced by many factors outside the college - such as their family experience, their parents' attitudes, and the portrayal of men and women in television, newspapers, books, etc. These outside factors might affect change in attitude as much or more than the "Women in Careers" program. In addition, changes in a given group of students over time might be as much the result of maturation as it was the "Women in Careers" program. When the attitudes and expectations of all men and all women in 1976 are compared with those of all men and all women in 1978, differences may be the result of basic differences in the two groups of students, i.e. one class of students may have been more career-oriented when they arrived at St. Olaf than were the classes before or after them.

Another problem of using these measures to assess the impact of the program is that the questionnaires were sent out only two years apart, in the first and third years of the program. To have been a true pre-test, the first questionnaire should have been administered the spring before the program began rather than during its first year.

Because only a minority of the students responding to the 1978 questionnaire indicated they had had direct exposure to one of the three major parts of the program, it may be unrealistic to expect to find change in the entire student body or in the entire classes of '78 and '79. Unless the program had significant indirect effects, changes in students who took part in program activities might be obscured by the lack of change in students who did not participate in them.

In order to obtain some estimate of the possible change in the attitudes

of program participants, we also compared the responses of students who indicated they had taken part in one of the major aspects of the program with the responses of those who had not.

This type of comparison has several weaknesses. First of all, the division of students into participants and nonparticipants may not be entirely accurate. It is possible that some of those considered nonparticipants may have had exposure to a Career Advisory Panelist, but did not recognize the term on the questionnaire. It is also possible that some may have experienced a section on women's studies in a regular course. If either of these occurred, then some respondents were wrongly classified as nonparticipants when they should have been considered participants.

It was not possible to determine the change from 1976 to 1978 or participants and nonparticipants; comparisons had to be made on the basis of 1978 responses only. Thus, any differences found in 1978 might be the result of initial differences between those who chose to participate in these programs and those who chose not to, rather than the result of the effects of the programs.

Because of the problems involved in comparing responses in 1976 with responses in 1978 and in comparing responses of participants and nonparticipants, the results presented in this report should be considered at best a rough measure of the impact of the "Women in Careers" program.

Attitudes toward the Roles of Women and Men, 1976 and 1978

The attitude questions consisted of 22 statements about the roles of women and men, to which the students were asked to indicate strong agreement, some agreement, some disagreement, or strong disagreement. Six of the statements (numbers 1,4,5,7,11, and 13) were taken from the Attitudes Toward Women Scale developed by Janet T. Spence and Robert Helmreich of the University of Texas at Austin. Two additional items (numbers 2 and 8) were revised versions of

items on the Attitudes Toward Women Scale. The remaining items were designed by the Office of Educational Research to cover a variety of issues related to sex roles, and women and careers.

Table 2 presents the students' responses to the attitudinal statements.[2] For ease in interpreting the results, the statements have been grouped by topic.[3] Those responses for which the change from 1976 to 1978 was statistically significant (chi-square test) are marked with a +. For each year we also compared (using chi-square) the responses of the men and women, both the classes of '78 and '79, and all students. Responses in which the sexes differed significantly are indicated with a *. Those items for which the responses of participants and nonparticipants were significantly different are indicated on Table 2 with a #. The actual responses of participants and nonparticipants to each item are presented in Table 3.

Attitude change, 1976-1978. The data indicate that there was very little attitude change from 1976 to 1978, either in the classes of '78 and '79 or in all four classes. There were no statistically significant changes for women students in either group. For men students, significant differences were found for one item dealing with equal ability, two items dealing with equal opportunity, and two items dealing with women's studies. Greater support for equal representation of men and women in business and the professions and improved attitudes toward women who take women's studies courses were found both for all men and for the classes of '78 and '79 alone. Men in the classes of '78 and '79 showed greater recognition of women's abilities to serve as mayor and less support for

[2]For a more complete breakdown of responses to each item by sex, class, and year of survey, see Appendix B.

[3]These groupings were based on a content analysis of the items, not a factor analysis of the responses to the items.

Table 2

PERCENTAGE[a] OF STUDENTS AGREEING STRONGLY OR SOMEWHAT TO ATTITUDINAL STATEMENTS BY SEX, CLASS, AND YEAR

Statements	Year of Survey	Men		Women	
		Classes of '78 & '79 N(1976)=55 N(1978)=73	All Classes N(1976)=127 N(1978)=158	Classes of '78 & '79 N(1976)=74 N(1978)=82	All Classes N(1976)=134 N(1978)=176
Equal Ability					
6) A woman would probably not make a good president at St. Olaf.	1976	15.7*	13.8	2.7*	8.3
	1978	10.3*	12.9*	2.4*	3.4*
8) Women are intellectually equal to men.	1976	96.4	95.3	97.3	97.0
	1978	94.9	93.5*	100.0	99.4*
9) A woman can be just as good a mayor as can a man.	1976	81.8*+	88.2*	97.3*	97.0*
	1978	93.6+	92.9*	98.8	97.7*
Equal Opportunity					
2) Women and men should be equally represented in business and the professions.	1976	57.4*+	65.9*+	87.8*	91.8*
	1978	74.4*+	77.7*+	91.4*	93.1*
5) The intellectual leadership of a community should be largely in the hands of men.	1976	25.5*	16.7*	6.8*	5.2*
	1978	17.9	20.4*	8.5	6.2*
7) There are many jobs in which men should be given preference over women in being hired or promoted.	1976	49.1*	47.2*	23.0*	21.6*
	1978	50.0*	53.2*	30.5*	28.6*
13) Women should be given equal opportunity with men for apprenticeship in the various trades.	1976	85.5*	85.8*	97.3*	97.8*
	1978	88.5*	89.1*	100.0*	98.8*
19) Men with high clerical aptitudes should be encouraged to become secretaries.	1976	64.8*	69.9*	85.1*	86.6*
	1978	66.2*	70.9*	84.6*	82.9*
22) In granting fellowships for graduate study, preference should be given to men because they are more likely to complete the program.	1976	25.5*+	16.7*	2.7*	2.2*
	1978	11.8*+	14.4*	2.5*	2.9*
Husband/Wife Roles					
3) Married women without children should contribute to the family income and consider household and personal expenses as part of their responsibility.	1976	84.9	79.2	80.6	80.1
	1978	72.7	77.1	81.3	82.8*
10) If a husband and a wife both have careers, the husband's should come first.	1976	43.4	36.0	29.6	26.2
	1978	38.2	44.4*	29.6	32.8*
12) It is unreasonable for a wife to ask a husband who has a good position to move to a new town in order to promote her career.	1976	.[b]	-	-	-
	1978	35.1	43.0*	25.6	30.0*#
14) Household duties are the primary responsibility of the wife regardless of whether she has a career.	1976	.[b]	-	-	-
	1978	16.7	19.2	9.8	14.2#
18) A woman should be encouraged to accept the position that will be most beneficial to her career even if it means living apart from her husband for a year or so.	1976	17.0*	23.0*	34.2*	36.8*
	1978	24.7*	24.2*#	43.0*	35.1*
20) Women faculty members cannot spend as much time on their teaching and other professional activities as men faculty can.	1976	12.7	11.0	9.3	10.4
	1978	5.2	5.3	13.8	10.7

[a]In this and all subsequent tables, percentages are based on the number responding to the item.

[b]Item did not appear on 1976 questionnaire.

*Differences between men and women significant, $p \leq .05$

+Differences between 1976 and 1978 significant, $p \leq .05$

#Differences between program participants and nonparticipants significant, $p \leq .05$. See Table 3 for breakdown of responses by participation.

Table 2, cont.

PERCENTAGE OF STUDENTS AGREEING STRONGLY OR SOMEWHAT TO ATTITUDINAL STATEMENTS BY SEX, CLASS, AND YEAR

Statements	Year of Survey	Men		Women	
		Classes of '78 & '79 N(1976)=55 N(1978)=78	All Classes N(1976)=127 N(1978)=158	Classes of '78 & '79 N(1976)=74 N(1978)=82	All Classes N(1976)=134 N(1978)=176
Wife/Mother Roles					
1) Women should worry less about their rights and more about becoming good wives and mothers.	1976	20.0*	12.6	8.1*	9.7
	1978	10.3	14.1	12.3	13.9
4) Wives should be concerned with their duties of child-rearing and house-tending, rather than with desires for professional and business careers.	1976	29.6*	19.8	13.5*	11.2
	1978	20.8	22.2	21.0	17.2
11) Women with children should not work outside the home if they don't have to financially.	1976	43.4	35.2*	28.4	23.3*
	1978	29.9	35.1*	23.2	23.4*
13) Child care duties are the primary responsibility of the wife regardless of whether she has a career.	1976	-[b]	-	-	-
	1978	32.5	35.1	24.1	32.6[#]
21) Women should be encouraged to choose careers that are most compatible with being a wife and mother.	1976	41.8*	36.5*	16.4*	14.3*
	1978	32.0	34.0*	19.0	19.9**
Women's Studies					
16) Most women's studies courses have little academic value.	1976	24.0*	24.8*+	9.7*	10.7*
	1978	16.4	12.4+	10.2	6.3
17) Women who take women's studies courses are usually radical feminists.	1976	20.4*+	16.8*+	5.7*	7.7*
	1978	4.2+	7.7+	7.6	5.8

*Differences between men and women significant, $p \leq .05$

+Differences between 1976 and 1978 significant, $p \leq .05$

#Differences between program participants and nonparticipants significant, $p \leq .05$. See Table 3 for breakdown of responses by participation.

[b]Item did not appear on 1976 questionnaire.

giving preference to men in graduate fellowships in 1978 than they had in 1976, but for all men, there was no significant difference in response to these items. The attitudes of all men toward the academic value of women's studies courses improved from 1976 to 1978, but the difference was not significant for the classes of '78 and '79 above.

Male-female differences. As Table 1 indicates, there were may items in which there were significant differences in the responses of males and females, both for the classes of '78 and '79 and for all classes. For each of these items, a lower percentage of men than women indicated support for the changing

Table 3

PERCENTAGE OF PARTICIPANTS AND NONPARTICIPANTS AGREEING STRONGLY OR SOMEWHAT TO ATTITUDINAL STATEMENTS IN 1978 BY SEX

Statements	Men		Women	
	Participants N=40	Non-Participants N=118	Participants N=73	Non-Participants N=103
Equal Ability				
6) A woman would probably not make a good president at St. Olaf.	19.4	11.2	4.4	2.9
8) Women are intellectually equal to men.	94.4	93.2	100.0	99.0
9) A woman can be just as good a mayor as can a man.	97.2	91.5	98.5	97.1
Equal Opportunity				
2) Women and men should be equally represented in business and the professions.	83.3	75.4	94.1	92.2
5) The intellectual leadership of a community should be largely in the hands of men.	25.0	17.8	4.4	6.8
7) There are many jobs in which men should be given preference over women in being hired or promoted.	55.6	52.5	29.4	27.5
13) Women should be given equal opportunity with men for apprenticeship in the various trades.	88.9	89.0	98.5	98.1
19) Men with high clerical aptitudes should be encouraged to become secretaries.	65.7	72.3	35.1	32.2
22) In granting fellowships for graduate study, preference should be given to men because they are more likely to complete the program.	13.9	14.7	-	4.9
Husband/Wife Roles				
1) Married women without children should contribute to the family income and consider household and personal expenses as part of their responsibility.	73.0	77.8	76.5*	88.1*
10) If a husband and a wife both have careers, the husband's should come first.	45.7	43.0	25.0	38.6
12) It is unreasonable for a wife to ask a husband who has a good position to move to a new town in order to promote her career.	31.4	45.5	20.6*	37.8*
14) Household duties are the primary responsibility of the wife regardless of whether she has a career.	24.3	17.1	5.9*	20.4*
18) A woman should be encouraged to accept the position that will be most beneficial to her career even if it means living apart from her husband for a year or so.	40.0*	19.5*	42.6	28.7
20) Women faculty members cannot spend as much time on their teaching and other professional activities as men faculty can.	8.3	4.3	10.6	10.9

*Differences between participants and nonparticipants significant. $p \leq .05$

Table 3, cont.

PERCENTAGE OF PARTICIPANTS AND NONPARTICIPANTS AGREEING STRONGLY OR SOMEWHAT TO ATTITUDINAL STATEMENTS IN 1978 BY SEX

Statements	Men		Women	
	Participants N=40	Non-Participants N=118	Participants N=73	Non-Participants N=103
Wife/Mother Roles				
1) Women should worry less about their rights and more about becoming good wives and mothers.	13.9	14.5	10.4	15.8
4) Wives should be concerned with their duties of child-rearing and house-tending, rather than with desires for professional and business careers.	25.7	20.9	13.2	20.8
11) Women with children should not work outside the home if they don't have to financially.	34.3	34.2	20.6	25.5
13) Child care duties are the primary responsibility of the wife regardless of whether she has a career.	37.8	34.5	19.1*	42.2*
21) Women should be encouraged to choose careers that are most compatible with being a wife and mother.	22.2	37.2	11.8*	25.7*
Women's Studies				
16) Most women's studies courses have little academic value.	9.1	13.6	6.1	7.0
17) Women who take women's studies courses are usually radical feminists.	5.6	8.4	4.5	6.9

*Differences between participants and nonparticipants significant, $p \leq .05$

roles of women. These items were concentrated primarily in the areas of equal ability, equal opportunity, and women's studies. Thus, the only three areas in which statistically significant male attitude changes were found coincide with the three areas in which the highest concentration of male/female differences occured. It may be that the pervasive difference between the attitudes of men and women in these areas helped foster the change in male attitudes. In the areas of women's studies and equal ability the change in male attitudes from 1976 to 1978 eliminated in 1978 the sex differences found in 1976. In the area of equal opportunity, however, sex differences remained in 1978 despite the change in men's attitudes. The men's change in attitudes narrowed, but did not close, the gap between men's and women attitudes toward equal opportunity.

Differences between program participants and nonparticipants. Among all women students in 1978, there were five items for which the attitudes of those who had participated in the program differed significantly from the attitudes of those who had not. All of these items fell into the categories of husband/wife and wife/mother roles. These items dealt with the responsibility of married women to contribute to the family income, the appropriateness of a wife's asking her husband to move to a new town to promote her career, whether household and child care duties are the primary responsibility of the wife, and whether women should be encouraged to choose careers that are compatible with being a wife and mother. For all of these items but one, a higher percentage of participants than nonparticipants selected responses which indicated support for the changing roles of women. The exception was statement 3: "Married women without children should contribute to the family income and consider household and personal expenses as part of their responsibility." A higher percentage of nonparticipants agreed with this statement than did participants. This response is not, however, entirely inconsistent with the responses to the other statements. For each of these other statements, higher percentages of nonparticipants than participants selected responses which defined women's roles in terms of obligations and restrictions. Item 3, while being a nontraditional view, also emphasizes obligation and implies a restriction in women's choices.

Among all men students in 1978, the one item for which there was a significant difference in the attitudes of participants and nonparticipants also dealt with husband/wife roles; significantly more (although still a minority of) participants than nonparticipants felt that a woman should be encouraged to accept the position that would be most beneficial to her career even if it meant temporarily living apart from her husband.

In summary, this study of attitudes found no significant changes in the attitudes of women students from 1976 to 1978, either for the classes of '78 and '79 alone, or for all women as a group. Some statistically significant

differences between responses in 1976 and in 1978 were found for men students in the areas of equal ability, equal opportunity, and women's studies. These areas corresponded with the three areas in which the greatest concentration of male/female differences were found.

Although there was little evidence of change in attitude from 1976 to 1978, possible program impact was found in the differences between the responses of program participants and nonparticipants. Such differences were found in women's responses to five items and men's responses to one. All items were in the area of husband/wife and wife/mother roles, with participants in general showing less support than nonparticipants for traditional sex roles and for defining roles in terms of obligations and restrictions.

Expectations of Students, 1976 and 1978

The questionnaire included items which asked about students' expectations in three areas: the highest degree they expected to earn, their confidence in being able to find and perform well in future work, and their preference regarding marriage, children, and career (or wife's career for men students). The responses to these items by sex, class and year are presented in Tables 4 and 5.

Using the chi-square method to test for significant differences, we compared the responses to these items given by both groups of men and women in 1976 with the responses given in 1978. We also compared the responses of men with women for both years and participants with nonparticipants. No significant differences were found in the 1976 and 1978 responses to any of the expectation questions for men or for women, either as a group or for the classes of '78 and '79 alone. Of all the items, statistically significant sex differences were found only for educational aspirations in 1978. As Table 4 indicates, nearly twice as many men as women, both as a whole and in the classes of '78 and '79 alone, aspired to the Ph.D. or its professional equivalent (M.D., J.D., etc.). Thus, although the women

Table 4

EDUCATIONAL AND LIFE-STYLE EXPECTATIONS OF STUDENTS BY SEX, CLASS, AND YEAR

Item	Year of Survey	Men		Women	
		Classes of '78 & '79 N(1976)=55 N(1978)=78	All Classes N(1976)=127 N(1978)=158	Classes of '78 & '79 N(1976)=74 N(1978)=82	All Classes N(1976)=134 N(1978)=176
Aspire to Ph.D. or professional equivalent (M.D., J.D., etc.)	1976	40.0	39.7	26.4	28.0
	1978	48.7*	41.7*	23.2*	24.0*
Preference regarding marriage, children and (wife's) career:					
a. Remain single	1976	5.7	4.2	4.2	4.5
	1978	11.5	8.3	1.2	.6
b. Marry, have no children, (wife) pursues career	1976	5.7	9.2	2.8	6.8
	1978	2.6	4.5	6.2	5.1
c. Marry, have one or more children, (wife) simultaneously pursues career	1976	28.3	32.5	43.7	46.2
	1978	38.5	37.2	54.3	50.3
d. Marry, have one or more children, (wife's) only career child raising and home management	1976	7.5	3.3	-	1.5
	1978	2.6	2.6	1.2	1.7
e. Marry, have one or more children, (wife's) only career child raising and home management, combined with work before children arrive and after they are grown or in school.	1976	47.2	40.8	49.3	40.2
	1978	35.9	37.2	32.1	36.0
f. Other	1976	5.7	10.0	-	.8
	1978	9.0	10.3	4.9	6.3

* Male-female differences significant, $p \leq .05$

showed no less confidence than the men in being able to find a job, do well in their future work, and eventually hold the type of position they want, their aspirations were, nevertheless, to a lower level of work.

Statistically significant differences in the expectations of participants and nonparticipants were found only in the response of women students to the life-style question. Of the women participants who selected one of the five specified options, nearly three-fourths (72.1%) selected a strongly career-oriented option (remain single; marry, have no children, and pursue career; or marry, have one or more children, and simultaneously pursue career). Of the nonparticipants who selected one of the five specified options, only about half (51.0%) chose a strongly career-oriented one.

In summary, no significant changes in expectations were found between 1976

Table 5

CAREER CONFIDENCE OF STUDENTS BY SEX AND CLASS

Item	Men				Women			
	Classes of '78 & '79		All Classes		Classes of '78 & '79		All Classes	
	n	%	n	%	n	%	n	%
1976 Items								
Confidence they will be able to find a job they want when they graduate:								
Very Confident	16	31.4	44	37.3	23	31.9	46	35.1
Somewhat Confident	25	49.0	50	42.4	41	56.9	64	48.9
Somewhat or Very Unconfident	10	19.6	24	20.3	8	11.1	21	16.0
Total	51	100.0	118	100.0	72	99.9	131	100.0
Certainty they will do well in future work:								
Very Certain	26	47.3	73	57.9	28	37.8	64	47.8
Fairly Certain	24	43.6	46	36.5	44	59.5	66	49.3
Fairly or Very Uncertain	5	9.1	7	5.6	2	2.7	4	3.0
Total	55	100.0	126	100.0	74	100.0	134	100.1
1978 Item								
Confidence they will eventually hold the type of position they want:								
Very Confident	36	47.4	62	40.5	37	45.1	73	42.0
Somewhat Confident	28	36.8	74	48.4	39	47.6	90	51.7
Somewhat or Very Unconfident	12	15.8	17	11.1	6	7.3	11	6.3
Total	76	100.0	153	100.0	82	100.0	174	100.0

and 1978. Significant sex differences were found only in educational aspiration, with more men than women in 1978 aspiring to the Ph.D. or its professional equivalent. The only significant difference between expectations of participants and nonparticipants was found in the women's preferred life-style; more participants than nonparticipants indicated a strong career orientation.

Evaluation of Women's Studies Courses

Of the ten women's studies courses offered during 1977-78, half had some relationship with the "Women in Careers" program. Three were taught by persons who had received summer study grants, one had been established as part of the curriculum by a person who had received such a grant, and one was taught by the Mellon Interim Scholar.

The improvement between 1976 and 1978 in the attitude of men students toward women's studies courses and women who take them, which was described above, may be an indication of a positive impact of the "Women in Careers" program on acceptance of women's studies at St. Olaf.

An indication of the effect of women's studies courses on students who take them can be seen in the students' responses to two items on the questionnaire. Students who had taken at least one women's studies course were asked to indicate the amount they learned and the extent of its personal impact. Their responses are presented in Table 6. Also presented in Table 6 are the ratings of amount learned given to all courses using the voluntary course evaluation form at St. Olaf from Spring, 1976 through Interim, 1977.

As the table shows, the men's ratings of amount learned in women's studies courses were very similar to the ratings given all courses using the voluntary course evaluation system. The women's ratings of amount learned were higher; 37.5% of the women indicated they had learned an "exceptional amount," whereas only 20% of the men and 21.1% of the students rating all courses gave this response.

Table 6

EVALUATION OF WOMEN'S STUDIES COURSES BY SEX

Item		Women's Studies Courses						All Courses Using Voluntary Course Evaluation Spring '76 Through Interim '77	
		Males		Females		All Students			
		n	%	n	%	n	%	n	%
1. Amount learned:									
Exceptional amount		2	20.0	12	37.5	14	33.3	631	21.1
Much		5	50.0	14	43.8	19	45.2	1447	48.3
A fair amount		3	30.0	5	15.6	8	19.0	757	25.3
Little		-	-	-	-	-	-	146	4.9
Almost nothing		-	-	1	3.1	1	2.4	17	.6
	Total	10	100.0	32[a]	100.0	42	99.9	2998	100.2
2. Extent of personal impact:									
A great extent		6	60.0	17	53.1	23	54.8		
Some		3	30.0	11	34.4	14	33.3		
Little or not at all		1	10.0	4	12.5	5	11.9		
	Total	10	100.0	32	100.0	42	100.0		

[a]This number is larger than the total number of students who took one or more women's studies courses, because students were asked to make a separate rating for each course taken.

Just over half (53.1%) of the women and 60% of the men indicated that their women's studies course had made an impact on them personally "to a great extent." That this impact may include helping students resolve issues related to women and careers is demonstrated by the following student comments written at the end of a course in women's biography and autobiography. Asked to describe how they had changed, if they had changed, as a result of the course, two women wrote:

> "I have new thoughts concerning marriage and my career plans. I feel a bit more independent."
>
> "I have more substantiated reasons for believing that I am <u>right</u> to want a career of my own; I'm more secure about the whole matter."

The evidence suggests, then, that women's studies courses have had definite impact on those students, both men and women, who have taken them. Because of the support received from the "Women in Careers" program, some of this impact

may be considered an impact of the program, as well.

Summary

For random samples of St. Olaf women students, the study described in this report found no evidence of change between 1976 and 1978 in attitudes toward the roles of men and women either for the women as a whole, or for the classes of '78 and '79 alone. Nor were there any significant changes in the women's expectations regarding level of education, success in future work, or life-style.

For random samples of men students, there was evidence of some attitude change in the direction of greater recognition of equal ability, greater support for equal opportunity, and greater acceptance of women's studies. Changes were found both for all men respondents and for men in the classes of '78 and '79 alone. As was the case with women students, there was no evidence of change in the expectations of men students, either as a group or for the classes of '78 and '79 alone.

Although there was little evidence of change in the respondents as a whole from 1976 to 1978, some evidence of impact was found among those students most directly involved in the program. Several significant differences were found between the responses of persons who indicated they had participated in one of the three major parts of the program and the responses of those who indicated they had not. Among the women, participants showed greater support for nontraditional sex roles, less support for defining roles in terms of obligations and restrictions, and greater career orientation than did nonrespondents. There was also some evidence that among men, participants were more supportive of women's careers than nonparticipants. These differences between participants and nonparticipants could be indications of impact of the program, although they might also reflect initial differences between the two groups.

Additional evidence of program impact was found in the evaluations of

women's studies courses. The students who had taken them indicated they felt these courses had had definite personal impact on them.

In conclusion, the college-wide impact of the "Women in Careers" program on students' attitudes towards the changing roles of men and women appears to have been slight. To expect significant changes in the thinking of students as a whole when only a third of them indicated any direct participation in the program is probably unrealistic, however. Since the evidence suggests that the program did have some effect on those most directly involved, it is the program participants to whom we must look for evidence of the program's success in meeting its goals. Such additional evidence is presented in Report 3 of this series, "Impact of the Career Counselor and the Career Advisory Panel," which analyzes the impact of these parts of the program on the students who participated in them.

APPENDIX A

SAMPLE QUESTIONNAIRE: WOMEN AND CAREERS SURVEY

WOMEN AND CAREERS QUESTIONNAIRE

For each of the following questions, please circle the number that is beside the answer that applies to you.

1. What is your class?
   1 Freshman
   2 Sophomore
   3 Junior
   4 Senior
   5 Special Student

2. What is your sex?
   1 Male
   2 Female

3. What is the highest degree you expect to earn?
   1 B.A. or equivalent
   2 M.A. or equivalent
   3 Ph.D. or equivalent
   4 M.D., J.D., D.D.S., or other professional degree
   5 Other (specify: _____)

4. How confident are you that you will eventually hold the type of position you want?
   1 Very confident
   2 Somewhat confident
   3 Somewhat unconfident
   4 Very unconfident

5. Women students: Which of the following best describes what you would prefer regarding marriage, children and career?
   1 Remain single and pursue career
   2 Marry, have no children, and pursue career
   3 Marry, have one or more children, and pursue career continuously
   4 Marry, have one or more children, primary occupation child raising and home management, combined with work before children arrive and after they are grown
   5 Marry, have one or more children; raising children and home management only career after marriage
   6 Other (specify: _____)

6. Men students: Which of the following best describes what you would prefer regarding marriage, children, and your wife's career?
   1 Remain single
   2 Marry, have no children, wife pursues career
   3 Marry, have one or more children, wife simultaneously pursues career
   4 Marry, have one or more children, wife's only occupation raising children and home management
   5 Marry, have one or more children, wife's primary occupation child raising and home management, combined with work before children arrive and after they are grown
   6 Other (specify: _____)

7. The statements listed below describe various attitudes toward the role of women in society which are held by different people. Some items may seem perfectly obvious to you while others may seem ridiculous. Please express your feelings about each statement by circling the number which best indicates the extent to which you agree or disagree with it. THERE ARE NO RIGHT OR WRONG ANSWERS, only opinions. Please respond to every item.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
1	2	3	4	1) Women should worry less about their rights and more about becoming good wives and mothers.
1	2	3	4	2) Women and men should be equally represented in business and the professions.
1	2	3	4	3) Married women without children should contribute to the family income and consider household and personal expenses as part of their responsibility.
1	2	3	4	4) Wives should be concerned with their duties of child-rearing and house-tending, rather than with desires for professional and business careers.
1	2	3	4	5) The intellectual leadership of a community should be largely in the hands of men.
1	2	3	4	6) A woman would probably not make a good president at St. Olaf.
1	2	3	4	7) There are many jobs in which men should be given preference over women in being hired or promoted.
1	2	3	4	8) Women are intellectually equal to men.
1	2	3	4	9) A woman can be just as good a mayor as can a man.
1	2	3	4	10) If a husband and a wife both have careers, the husband's should come first.
1	2	3	4	11) Women with children should not work outside the home if they don't have to financially.
1	2	3	4	12) It is unreasonable for a wife to ask a husband who has a good position to move to a new town in order to promote her career.
1	2	3	4	13) Women should be given equal opportunity with men for apprenticeship in the various trades.
1	2	3	4	14) Household duties are the primary responsibility of the wife regardless of whether she has a career.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly		
1	2	3	4	15)	Child care duties are the primary responsibility of the wife regardless of whether she has a career.
1	2	3	4	16)	Most women's studies courses have little academic value.
1	2	3	4	17)	Women who take women's studies courses are usually radical feminists.
1	2	3	4	18)	A woman should be encouraged to accept the position that will be most beneficial to her career even if it means living apart from her husband for a year or so.
1	2	3	4	19)	Men with high clerical aptitudes should be encouraged to become secretaries.
1	2	3	4	20)	Women faculty members cannot spend as much time on their teaching and other professional activities as men faculty can.
1	2	3	4	21)	Women should be encouraged to choose careers that are most compatible with being a wife and mother.
1	2	3	4	22)	In granting fellowships for graduate study, preference should be given to men because they are more likely to complete the program.

8. Have you consulted with the career counselor (Thora Phelps or Deb Denz)?
   1 Yes
   2 No, and did not know the service was available
   3 No, but did know the service was available

   If yes, how much effect do you feel this consultation has had on your decisions for the future?
   1 Considerable
   2 Some
   3 Little or none

9. Have you attended a program or class session that featured a Career Advisory Panelist, or had a discussion with one?
   1 Yes
   2 No, and did not know St. Olaf had Career Advisory Panelists
   3 No, but did know St. Olaf had Career Advisory Panelists

   If yes, how much effect do you feel this program or interaction had on your decisions for the future?
   1 Considerable
   2 Some
   3 Little or none

10. Have you taken any Women Studies Courses?
   1 Yes
   2 No

   If yes, a) How many? _____

   b) How much did you learn in this course (these courses)? (If you have taken more than one course please circle a number for each.)
   1 An exceptional amount
   2 Much
   3 A fair amount
   4 Little
   5 Almost nothing

   c) To what extent did it (they) make an impact on you personally?
   1 A great extent
   2 Some
   3 Little or not at all

Thank you for participating in this study. Please return to the Office of Educational Research in the enclosed envelope.

March, 1978

APPENDIX B

RESPONSE TO ATTITUDINAL STATEMENTS BY SEX, CLASS, AND YEAR OF SURVEY

Table 31

NUMBER AND PERCENT OF FEMALE STUDENTS SELECTING EACH RESPONSE TO ATTITUDE QUESTIONS BY CLASS AND YEAR OF SURVEY

Item	Year of Survey		Class: Freshman N(1976)=36 Agree Str	Freshman N(1976)=36 Agree Som	Freshman N(1976)=36 Disag Som	Freshman N(1976)=36 Disag Str	Freshman N(1978)=47 Agree Str	Freshman N(1978)=47 Agree Som	Freshman N(1978)=47 Disag Som	Freshman N(1978)=47 Disag Str	Sophomore N(1976)=38 Agree Str	Sophomore N(1976)=38 Agree Som	Sophomore N(1976)=38 Disag Som	Sophomore N(1976)=38 Disag Str	Sophomore N(1978)=47 Agree Str	Sophomore N(1978)=47 Agree Som	Sophomore N(1978)=47 Disag Som	Sophomore N(1978)=47 Disag Str	Junior N(1976)=35 Agree Str	Junior N(1976)=35 Agree Som	Junior N(1976)=35 Disag Som	Junior N(1976)=35 Disag Str	Junior N(1978)=42 Agree Str	Junior N(1978)=42 Agree Som	Junior N(1978)=42 Disag Som	Junior N(1978)=42 Disag Str	Senior N(1976)=25 Agree Str	Senior N(1976)=25 Agree Som	Senior N(1976)=25 Disag Som	Senior N(1976)=25 Disag Str	Senior N(1978)=40 Agree Str	Senior N(1978)=40 Agree Som	Senior N(1978)=40 Disag Som	Senior N(1978)=40 Disag Str
1	1976	n	-	3	14	19	1	2	17	18	-	4	7	24	-	3	4	18																
		%	-	3.3	38.9	52.8	2.6	5.3	44.7	47.4	-	11.4	20.0	68.6	-	12.0	16.0	72.0																
	1978	n	3	6	11	26	1	4	7	34	-	1	11	29	-	9	10	21																
		%	6.5	13.0	23.9	56.5	2.2	8.7	15.2	73.9	-	2.4	26.8	70.7	-	22.5	25.0	52.5																
2	1976	n	16	16	4	-	14	19	4	1	16	18	1	-	17	7	1	-																
		%	44.4	44.4	11.1	-	36.8	50.0	10.5	2.6	45.7	51.4	2.9	-	68.0	28.0	4.0	-																
	1978	n	27	18	1	1	29	15	3	-	25	13	3	-	23	13	3	1																
		%	57.4	38.3	2.1	2.1	61.7	31.9	6.4	-	61.0	31.7	7.3	-	57.5	32.5	7.5	2.5																
3	1976	n	14	17	3	1	12	15	8	2	11	15	5	3	12	9	4	-																
		%	40.0	48.6	8.6	2.9	32.4	40.5	21.6	5.4	32.4	44.1	14.7	8.8	48.0	36.0	16.0	-																
	1978	n	14	25	7	1	19	21	4	3	18	13	9	-	20	14	5	1																
		%	29.8	53.2	14.9	2.1	40.4	44.7	8.5	6.4	45.0	32.5	22.5	-	50.0	35.0	12.5	2.5																
4	1976	n	-	4	9	23	1	5	12	20	1	1	9	24	-	3	3	19																
		%	-	11.1	25.0	63.9	2.6	13.2	31.6	52.6	2.9	2.9	25.7	68.6	-	12.0	12.0	76.0																
	1978	n	1	9	14	22	-	3	16	28	1	5	13	22	-	11	12	17																
		%	2.2	19.6	30.4	47.8	-	6.4	34.0	59.6	2.4	12.2	31.7	53.7	-	27.5	30.0	42.5																
5	1976	n	-	1	8	27	2	2	10	24	1	-	8	26	-	1	1	23																
		%	-	2.8	22.2	75.0	5.3	5.3	26.3	63.2	2.9	-	22.9	74.3	-	4.0	4.0	92.0																
	1978	n	1	2	13	31	-	1	9	37	-	1	5	36	2	4	6	28																
		%	2.1	4.3	27.7	66.0	-	2.1	19.1	78.7	-	2.4	11.9	85.7	5.0	10.0	15.0	70.0																
6	1976	n	-	1	6	29	-	1	6	30	1	5	3	26	-	3	2	20																
		%	-	2.8	16.7	80.6	-	2.7	16.2	81.1	2.9	14.3	8.6	74.3	-	12.0	8.0	80.0																
	1978	n	1	1	10	35	-	2	3	42	-	-	3	39	-	2	10	28																
		%	2.1	2.1	21.3	74.5	-	4.3	6.4	89.4	-	-	7.1	92.9	-	5.0	25.0	70.0																
7	1976	n	1	6	13	16	1	9	12	16	-	7	11	17	-	5	3	17																
		%	2.8	16.7	36.1	44.4	2.6	23.7	31.6	42.1	-	20.0	31.4	48.6	-	20.0	12.0	68.0																
	1978	n	3	11	13	15	3	8	13	22	3	7	9	23	6	9	9	16																
		%	6.4	23.4	28.3	31.9	6.5	17.4	28.3	47.8	7.1	16.7	21.4	54.8	15.0	22.5	22.5	40.0																
8	1976	n	31	4	-	1	33	4	-	1	31	3	-	1	22	2	-	1																
		%	86.1	11.1	-	2.8	86.8	10.5	-	2.6	88.6	8.6	-	2.9	88.0	8.0	-	4.0																
	1978	n	41	5	-	1	45	2	-	-	40	2	-	-	37	3	-	-																
		%	87.2	10.6	-	2.1	95.7	4.3	-	-	95.2	4.8	-	-	92.5	7.5	-	-																
9	1976	n	29	7	-	-	29	7	1	1	27	7	-	1	22	2	-	1																
		%	80.6	19.4	-	-	75.7	18.9	2.7	2.7	77.1	20.0	-	2.9	88.0	8.0	-	4.0																
	1978	n	38	6	1	1	39	7	1	-	41	1	-	-	31	8	1	-																
		%	82.6	13.0	2.2	2.2	83.0	14.9	2.1	-	97.6	2.4	-	-	77.5	20.0	2.5	-																
10	1976	n	-	7	14	13	3	11	13	10	1	10	8	16	-	2	1	21																
		%	-	20.6	41.2	38.2	8.1	29.7	35.1	27.0	2.9	28.6	22.9	45.7	-	8.3	4.2	87.5																
	1978	n	5	13	14	13	3	10	15	18	1	10	12	19	4	9	15	11																
		%	10.6	31.9	29.8	27.7	6.5	21.7	32.6	39.1	2.4	23.8	28.6	45.2	10.3	23.1	38.5	28.2																
11	1976	n	2	6	15	13	2	11	12	13	2	3	14	15	-	5	1	19																
		%	5.6	16.7	41.7	36.1	5.3	28.9	31.6	34.2	5.9	8.8	41.2	44.1	-	20.0	4.0	76.0																
	1978	n	3	10	13	15	2	7	18	20	2	5	15	19	6	9	13	13																
		%	6.3	21.7	28.1	32.6	4.3	14.9	38.3	42.6	4.8	11.9	38.1	45.2	15.0	15.0	32.5	37.5																
12	1976	n																																
		%																																
	1978	n	3	10	24	9	1	17	21	7	1	8	20	11	2	9	20	7																
		%	6.5	21.7	52.2	19.6	2.2	37.0	45.7	15.2	2.5	20.0	50.0	27.5	5.3	23.7	52.6	18.4																

Table 31. cont.

NUMBER AND PERCENT OF FEMALE STUDENTS SELECTING EACH RESPONSE TO ATTITUDE QUESTIONS BY CLASS AND YEAR OF SURVEY

Item	Year of Survey		Class															
			Freshman				Sophomore				Junior				Senior			
			N(1976)=36				N(1978)=47				N(1976)=38				N(1978)=47			
			Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str
13	1976	n	32	3	1	-	31	6	1	-	26	8	-	1	23	2	-	-
		%	88.9	8.3	2.8	-	81.6	15.8	2.6	-	74.3	22.9	-	2.9	92.0	8.0	-	-
	1978	n	37	8	1	1	36	10	-	1	35	7	-	-	31	9	-	-
		%	78.7	17.0	2.1	2.1	76.6	21.3	-	2.1	83.3	16.7	-	-	77.5	22.5	-	-
14	1976	n																
		%																
	1978	n	3	7	15	22	-	7	14	26	-	4	10	28	-	4	11	25
		%	6.4	14.9	31.9	46.8	-	14.9	29.8	55.3	-	9.5	23.8	66.7	-	10.0	27.5	62.5
15	1976	n																
		%																
	1978	n	7	16	12	12	4	10	14	18	3	8	7	22	3	5	18	13
		%	14.9	34.0	25.5	25.5	8.7	21.7	30.4	39.1	7.5	20.0	17.5	55.0	7.7	12.8	46.2	33.3
16	1976	n	-	3	13	20	-	4	22	10	-	5	10	19	-	2	10	13
		%	-	8.3	36.1	55.6	-	11.1	61.1	27.8	-	14.7	29.4	55.9	-	8.0	40.0	52.0
	1978	n	-	2	20	24	-	1	24	19	-	3	12	25	-	5	16	17
		%	-	4.3	43.5	52.2	-	2.3	54.5	43.2	-	7.5	30.0	62.5	-	13.2	42.1	44.7
17	1976	n	1	2	14	17	-	1	17	18	-	5	16	14	-	1	6	18
		%	2.9	5.9	41.2	50.0	-	2.8	47.2	50.0	-	14.3	45.7	40.0	-	4.0	24.0	72.0
	1978	n	-	2	16	28	-	2	15	29	-	1	12	29	-	5	10	23
		%	-	4.3	34.8	60.9	-	4.3	32.6	63.0	-	2.4	29.3	68.3	-	13.2	26.3	60.5
18	1976	n	5	8	19	3	3	9	19	7	2	10	13	10	2	10	10	3
		%	14.3	22.9	54.3	8.6	7.9	23.7	50.0	18.4	5.7	28.6	37.1	28.6	8.0	40.0	40.0	12.0
	1978	n	2	12	18	15	2	10	19	14	3	12	18	7	2	17	12	8
		%	4.3	25.5	38.3	31.9	4.4	22.2	42.2	31.1	7.5	30.0	45.0	17.5	5.1	43.6	30.8	20.5
19	1976	n	20	13	2	1	14	16	7	1	9	21	5	-	17	6	2	-
		%	55.6	36.1	5.6	2.8	36.8	42.1	18.4	2.6	23.7	60.0	14.3	-	68.0	24.0	8.0	-
	1978	n	19	17	8	2	17	22	5	2	24	12	2	2	15	15	6	2
		%	41.3	37.0	17.3	4.3	37.0	47.8	10.9	4.3	60.0	30.0	5.0	5.0	39.5	39.5	15.8	5.3
20	1976	n	1	2	8	25	-	4	9	23	-	3	9	23	-	4	3	18
		%	2.8	5.6	22.2	69.4	-	10.5	23.7	65.8	-	8.6	25.7	65.7	-	16.0	12.0	72.0
	1978	n	1	3	11	31	1	2	7	33	-	3	11	27	1	7	11	20
		%	2.2	6.5	23.9	67.4	2.3	4.7	16.3	76.7	-	7.3	26.8	65.9	2.6	17.9	28.2	51.3
21	1976	n	-	9	10	16	-	3	20	15	-	5	10	20	-	2	3	20
		%	-	25.7	28.6	45.7	-	7.9	52.6	39.5	-	14.3	28.6	57.1	-	8.0	12.0	80.0
	1978	n	3	8	18	17	-	8	16	22	1	5	11	23	1	8	13	13
		%	6.5	17.4	39.1	37.0	-	17.4	34.8	47.8	2.5	12.5	27.5	57.5	2.6	20.5	38.5	38.5
22	1976	n	-	2	7	27	-	-	8	30	-	1	5	29	-	-	5	20
		%	-	5.6	19.4	75.0	-	-	21.1	78.9	-	2.9	14.3	82.9	-	-	20.0	80.0
	1978	n	-	2	12	33	-	1	4	40	-	-	5	36	-	2	10	27
		%	-	4.3	25.5	70.2	-	2.2	8.9	88.9	-	-	12.2	87.8	-	5.1	25.6	69.2

Table 32

NUMBER AND PERCENT OF MALE STUDENTS SELECTING EACH RESPONSE TO ATTITUDE QUESTIONS BY CLASS AND YEAR OF SURVEY

Item	Year of Survey		Class															
			Freshman				Sophomore				Junior				Senior			
			N(1976)=31				N(1978)=39				N(1976)=24				N(1978)=40			
			Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str
1	1976	n	-	8	12	11	-	3	13	8	1	2	18	15	-	2	13	20
		%	-	25.8	38.7	35.5	-	12.5	54.2	33.3	2.8	5.6	50.0	41.7	-	5.7	37.1	57.1
	1978	n	2	6	16	15	1	4	14	19	-	6	17	20	1	1	14	19
		%	5.1	15.4	41.0	38.5	2.6	10.5	36.8	50.0	-	14.0	39.5	46.5	2.9	2.9	40.0	54.3
2	1976	n	11	8	10	1	4	8	8	4	11	14	7	4	8	12	5	4
		%	36.7	26.7	33.3	3.3	16.7	33.3	33.3	16.7	30.6	38.9	19.4	11.1	22.9	51.4	14.3	11.4
	1978	n	11	20	5	3	16	17	5	1	12	21	9	1	9	16	6	4
		%	28.2	51.3	12.8	7.7	41.0	43.6	12.8	2.6	27.9	48.8	20.9	2.3	25.7	45.7	17.1	11.4
3	1976	n	12	12	4	1	11	10	1	2	10	13	12	1	13	17	2	3
		%	41.4	41.4	13.8	3.4	45.8	41.7	4.2	8.3	27.8	36.1	33.3	2.8	37.1	48.6	5.7	8.6
	1978	n	10	23	4	2	11	20	7	2	11	18	9	5	13	14	4	3
		%	25.6	59.0	10.3	5.1	27.5	50.0	17.5	5.0	25.6	41.9	20.9	11.6	38.2	41.2	11.8	8.8
4	1976	n	1	12	7	11	1	2	14	6	-	4	18	14	-	4	7	24
		%	3.2	38.7	22.6	35.5	4.3	8.7	60.9	26.1	-	11.1	50.0	38.9	-	11.4	20.0	68.6
	1978	n	1	6	24	8	1	10	18	8	1	10	12	20	1	4	17	12
		%	2.6	15.4	61.5	20.5	2.7	27.0	48.6	21.6	2.3	23.3	27.9	46.5	2.9	11.8	50.0	35.3
5	1976	n	1	7	10	13	1	5	8	10	-	4	15	17	1	1	7	25
		%	3.2	22.6	32.3	41.9	4.2	20.8	33.3	41.7	-	11.1	41.7	47.2	2.9	2.9	20.6	73.5
	1978	n	1	3	18	15	3	9	10	17	-	9	10	24	2	3	11	19
		%	2.6	12.8	46.2	38.5	7.7	23.1	25.6	43.6	-	20.9	23.3	55.8	5.7	8.6	31.4	54.3
6	1976	n	1	3	10	16	-	4	8	9	-	5	9	22	1	2	6	26
		%	3.3	10.0	33.3	53.3	-	19.0	38.1	42.9	-	13.9	25.0	61.1	2.9	5.7	17.1	74.3
	1978	n	2	4	11	20	2	3	16	18	2	2	14	25	1	3	7	24
		%	5.4	10.8	29.7	54.1	5.1	7.7	41.0	46.2	4.7	4.7	32.6	58.1	2.9	8.6	20.0	68.6
7	1976	n	4	10	11	6	4	9	5	6	7	15	8	5	3	7	12	12
		%	12.9	32.3	35.5	19.4	16.7	37.5	20.8	25.0	20.0	42.9	22.9	14.3	8.8	20.6	35.3	35.3
	1978	n	7	13	7	12	7	16	6	9	6	17	11	9	5	11	9	10
		%	17.9	33.3	17.9	30.8	18.4	42.1	15.8	23.7	14.0	39.5	25.6	20.9	14.3	31.4	25.7	28.6
8	1976	n	24	6	1	-	19	4	1	-	28	7	1	-	32	-	2	1
		%	77.4	19.4	3.2	-	79.2	16.7	4.2	-	77.8	19.4	2.8	-	91.4	-	5.7	2.9
	1978	n	32	5	1	-	24	9	1	4	33	7	1	2	29	5	1	-
		%	84.2	13.2	2.6	-	63.2	23.7	2.6	10.5	76.7	16.3	2.3	4.7	82.9	14.3	2.9	-
9	1976	n	21	6	3	1	12	6	5	1	25	9	2	-	23	9	-	3
		%	67.7	19.4	9.7	3.2	50.0	25.0	20.8	4.2	69.4	25.0	5.6	-	65.7	25.7	-	8.6
	1978	n	25	12	-	1	18	15	1	4	28	10	3	2	29	6	-	-
		%	65.8	31.6	-	2.6	47.4	39.5	2.6	10.5	65.1	23.3	7.0	4.7	82.9	17.1	-	-
10	1976	n	4	10	9	7	3	6	9	5	2	9	15	10	2	8	13	12
		%	13.3	33.3	30.0	23.3	13.0	26.1	39.1	21.7	5.6	25.0	41.7	27.8	5.7	22.9	37.1	34.3
	1978	n	3	17	11	8	3	15	11	6	4	13	14	10	-	12	11	12
		%	7.7	43.6	28.2	20.5	8.6	42.9	31.4	17.1	9.8	31.7	34.1	24.4	-	34.3	31.4	34.3
11	1976	n	7	5	9	9	3	8	9	3	3	9	16	8	2	6	13	14
		%	23.3	16.7	30.0	30.0	13.0	34.8	39.1	13.0	8.3	25.0	44.4	22.2	5.7	17.1	37.1	40.0
	1978	n	6	10	11	11	6	8	17	5	4	8	18	13	4	7	13	10
		%	15.8	26.3	28.9	28.9	16.7	22.2	47.2	13.9	9.3	18.6	41.9	30.2	11.8	20.6	38.2	29.4
12	1976	n																
		%																
	1978	n	2	19	13	4	3	14	16	3	2	12	16	9	-	12	16	7
		%	5.3	50.0	34.2	10.5	8.3	38.9	44.4	8.3	5.1	30.8	41.0	23.1	-	34.3	45.7	20.0

NUMBER AND PERCENT OF MALE STUDENTS SELECTING EACH RESPONSE TO ATTITUDE QUESTIONS BY CLASS AND YEAR OF SURVEY

Item	Year of Survey		Class															
			Freshman N(1976)=31		N(1978)=39		Sophomore N(1976)=24		N(1978)=40		Junior N(1976)=36		N(1978)=43		Senior N(1976)=35		N(1978)=35	
			Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str	Agree Str	Agree Som	Disag Som	Disag Str
13	1976	n	22	7	2	-	11	7	5	1	20	10	4	2	19	12	4	-
		%	71.0	22.6	6.5	-	45.8	29.2	20.8	4.2	55.6	27.8	11.1	5.6	54.3	34.3	11.4	-
	1978	n	22	15	2	-	16	16	5	1	16	22	3	2	20	11	3	1
		%	56.4	38.5	5.1	-	42.1	42.1	13.2	2.6	37.2	51.2	7.0	4.7	57.1	31.4	8.6	2.9
14	1976	n																
		%																
	1978	n	1	9	17	11	1	6	16	16	4	4	17	18	-	5	10	20
		%	2.6	23.7	44.7	28.9	3.6	15.4	41.0	41.0	9.3	9.3	39.5	41.9	-	14.3	28.6	57.1
15	1976	n																
		%																
	1978	n	-	12	16	10	4	12	13	7	4	14	14	10	1	6	9	19
		%	-	31.6	42.1	26.3	10.5	31.6	39.5	18.4	9.5	33.3	33.3	23.8	2.9	17.1	25.7	54.3
16	1976	n	1	5	14	9	-	6	11	4	2	4	17	11	2	9	13	8
		%	3.4	17.2	48.3	31.0	-	28.6	52.4	19.0	5.9	11.8	50.0	32.4	6.3	28.1	40.6	25.0
	1978	n	1	-	16	17	-	5	15	16	1	6	21	9	1	3	12	14
		%	2.9	-	47.1	50.0	-	13.9	41.7	44.4	2.7	16.2	56.8	24.3	3.3	10.0	40.0	46.7
17	1976	n	1	5	15	9	-	5	10	9	-	5	15	15	1	4	19	11
		%	3.3	16.7	50.0	30.0	-	20.8	41.7	37.5	-	14.3	42.9	42.9	2.9	11.4	54.3	31.4
	1978	n	-	3	14	16	1	6	14	18	-	2	21	16	-	1	8	24
		%	-	9.1	42.4	48.5	2.7	10.8	37.8	48.6	-	5.1	53.8	41.0	-	3.0	24.2	72.7
18	1976	n	3	3	13	11	1	2	11	9	1	7	15	11	2	9	19	4
		%	10.0	10.0	43.3	36.7	4.3	8.7	47.8	39.1	2.9	20.6	44.1	32.4	5.9	26.5	55.9	11.8
	1978	n	1	6	17	14	-	10	12	13	1	4	20	15	3	10	10	10
		%	2.6	15.8	44.7	36.8	-	27.0	32.4	40.5	2.5	10.0	50.0	37.5	9.1	30.3	30.3	30.3
19	1976	n	3	20	6	2	3	9	8	3	8	17	7	2	6	20	4	4
		%	9.7	64.5	19.4	6.5	13.0	39.1	34.8	13.0	23.5	50.0	20.6	5.9	17.6	58.8	11.8	11.8
	1978	n	9	21	4	4	9	18	7	4	4	23	10	3	6	14	8	3
		%	23.7	55.3	10.5	10.5	23.7	47.4	18.4	10.5	10.0	57.5	25.0	7.5	19.4	45.2	25.8	9.7
20	1976	n	1	3	8	19	-	3	6	15	-	3	10	23	1	3	8	23
		%	3.2	9.7	25.8	61.3	-	12.5	25.0	62.5	-	8.3	27.8	63.9	2.9	8.6	22.9	65.7
	1978	n	-	3	14	21	1	-	19	18	-	2	21	19	-	2	13	20
		%	-	7.9	36.8	55.3	2.8	-	52.8	44.4	-	4.8	50.0	45.2	-	5.7	37.1	57.1
21	1976	n	4	10	7	10	1	8	10	5	-	15	10	11	1	7	14	12
		%	12.9	32.3	22.6	32.3	4.2	33.3	41.7	20.8	-	41.7	27.8	30.6	2.9	20.6	41.2	35.3
	1978	n	3	11	16	8	2	10	15	9	2	12	17	12	3	7	10	14
		%	7.9	28.9	42.1	21.1	5.6	27.8	41.7	25.0	4.9	29.3	41.5	24.4	8.8	20.6	29.4	41.2
22	1976	n	2	2	10	13	1	5	8	10	1	2	11	21	1	3	9	22
		%	6.5	19.4	32.3	41.9	4.2	20.8	33.3	41.7	2.9	5.7	31.4	60.0	2.9	8.6	25.7	62.9
	1978	n	-	5	10	23	-	7	17	14	-	5	18	18	-	4	10	21
		%	-	13.2	26.3	60.5	-	18.4	44.7	36.8	-	12.2	43.9	43.9	-	11.4	28.6	60.0

REPORT 3

IMPACT OF THE CAREER COUNSELOR AND THE CAREER ADVISORY PANEL

IMPACT OF THE CAREER COUNSELOR AND THE CAREER ADVISORY PANEL

ABSTRACT

Several measures were used to assess the impact of the Career Counselor and the Career Advisory Panel (CAP):

1) a follow-up questionnaire sent to all women in the classes of '76 and '77 who had seen the career counselor or attended the October, 1976 career planning retreat;
2) items about the Career Counselor and the CAP included on a questionnaire sent to a random sample of St. Olaf students;
3) evaluation forms completed by CAPs;
4) evaluation questionnaires completed by students who attended specific programs; and
5) evaluative statements written by students who participated in CAP activities.

The occupations of program participants who completed the follow-up questionnaire did not appear to differ significantly from the occupations of the women in the classes of '76 and '77 as a whole. Nevertheless, the majority of the students who participated in CAP programs or utilized the services of the Career Counselor indicated that they found them helpful, and that they felt these programs had some impact on them. Many of the changes described by students were in areas that one would not necessarily expect to see reflected in immediate post-baccalaureate employment, such as changes in assertiveness or in perceptions of alternative lifestyles. In addition, few students indicated that the program caused them to make a decision they might not otherwise have made, although statements that they felt encouraged were common.

Of the various parts of the "Women in Careers" program, the Career Advisory Panel (CAP) and the Career Counselor made the most direct attempts to assist students with career choice and to broaden the perspectives of students on issues related to women and careers. Thus, an assessment of the impact of the "Women in Careers" program as a whole should include an analysis of the effects on students of programs involving the CAPs or Career Counselor.

Measures of Impact of the CAP and Career Counselor

This report analyzes the results of a variety of measures which were used to gather information about the impact of the CAP and the Career Counselor on the students who utilized their services. These measures are described below:

1. A follow-up questionnaire was sent in March, 1978, to all women in the classes of '76 and '77 who had seen the career counselor or had attended the October, 1976, career planning retreat. This questionnaire asked students to describe their current occupation, to rate the helpfulness of various programs and services involving the CAP and Career Counselor, and to indicate whether they felt these programs and services opened their options or changed their perspectives. Of the 126 questionnaires sent out, 95 were returned, a response rate of 75.4%. For a copy of the questionnaire, see Appendix A.
2. The "Women and Careers" questionnaire sent to a random sample of St. Olaf students in March, 1978, included questions about the use of, and effects of, programs and services involving the Career Counselor

and CAP.[1] Of the 400 questionnaires sent out, 334 were returned for a response rate of 83.5%. For a copy of this questionnaire, see Appendix A of Report 2.

3. CAPs were asked to complete a brief evaluation form after each major event in which they participated, as well as a final evaluation form covering their three years of activities. These forms asked CAPs to judge what was accomplished by a given activity and how well major objectives were met, as well as to make suggestions for future programs. For copies of these forms, see Appendix B.
4. Questionnaires were used to gather student reaction to some of the specific programs featuring CAPs or planned by the Career Counselor: the career planning retreats, a program on the two-career family, and an assertiveness training workshop. Questionnaires used and the results of these evaluations are found in Appendices C, D, and E, respectively.
5. Additional evaluative statements were solicited from students who participated in CAP activities.

Considered together, these measures give an indication of the nature and extent of the impact of the Career Counselor and Career Advisory Panel.

Occupations and Career Goals of Former Program Participants

The follow-up questionnaire sent to all women in the classes of '76 and '77 who had seen the Career Counselor or attended the career planning retreat asked them to describe their current occupation. For those former program participants

[1]For an analysis of the response to the other items on this questionnaire, see Report 2: "Attitudes of St. Olaf Students Toward the Roles of Women and Men, 1976 and 1978."

who indicated employment as their primary occupation, their current jobs were classified according to the type of employment.[2] The categories used and examples of jobs classified in each category are as follows:

Professional: engineer, high level position in government, business, or industry, medicine, law, college or university teaching, ministry

Semiprofessional: nurse, teacher, social worker, Peace Corps volunteer, dietition, statistician, business manager in large concern

High White Collar: insurance agent, sales representative, store manager, head resident, radio announcer, piano teacher, lab assistant

Low White Collar: Clerical or sales worker, technician

Table 1 shows the current occupations of the participants, classified according to this system. For comparative purposes, the reported occupations of all women graduates in 1976 and 1977 are also presented.[3] The occupations of the three groups are not completely comparable, as the data on all women in the classes of '76 and '77 were collected up to six months after graduation, whereas the occupations of program participants were collected as of one to two years after graduation. This difference in time of data collection helps explain the largest difference between the two groups: 26.0% and 27.7% of all the women in the classes of '76 and '77, respectively, indicated their plans were indefinite, whereas none of the program participants did so. The second major difference between the program participants and the alumnae of '76 and '77 as a whole is the much greater percentage of participants who indicated high white collar and low white collar occupations. The percentages in school and working in semiprofessional occupations were approximately the same for all groups.

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[2]The classification system used was developed by the Center for Research and Development in Higher Education at the University of California at Berkeley. It was based on several sources, including the Dictionary of Occupational Titles and the work of Otis Dudley Duncan.

[3]For a more complete analysis of the occupations of the classes of '76 and '77, see Report 1: "Occupational Plans and Choice of Major of St. Olaf Students, 1974-1977."

Table 1

OCCUPATIONS OF PROGRAM PARTICIPANTS AND
ALL WOMEN GRADUATES OF 1976 AND 1977

Occupation	Program Participants		Women in Class of '76		Women in Class of '77	
	n	%	n	%	n	%
In school	24	25.3	71	25.6	67	25.8
Employed:						
Professional	-	-	-	-	-	-
Semiprofessional	23	24.2	86	31.0	70	26.9
High White Collar	20	21.1	23	8.3	25	9.6
Low White Collar	23	24.2	15	5.4	17	6.5
Other	5	5.3	10	3.6	9	3.5
Indefinite	-	-	72	26.0	72	27.7
Total	95	100.1	277	99.9	260	100.0

There are two possible interpretations of this data. One is that higher numbers of program participants went into high and low white collar occupations than did their classmates. A second interpretation is that the occupations of program participants were essentially the same as the occupations of their fellow classmates, with the apparent differences caused by time of data collection. This interpretation assumes that, of the women in the classes of '76 and '77 whose plans were indefinite within six months of graduation, most went into high white collar and low white collar occupations.

The latter interpretation is supported by data collected in a recent study of the occupations of graduates of private liberal arts colleges belonging to the Associated Colleges of the Midwest (ACM). In this study, questionnaires were sent in early 1976 to 1975 graduates of 11 ACM colleges, including St. Olaf.

Table 2

OCCUPATIONS OF PROGRAM PARTICIPANTS AND 1975 ALUMNAE

Type of Occupation	Program Participants Whose Primary Occupation Was Employment	
	n	%
Semiprofessional	23	35
High White Collar	20	30
Low White Collar	23	35
Total	66	100

Type of Occupation	1975 Alumnae Employed Full Time	
	St. Olaf Only (N=111)	11 ACM Colleges (N=467)
Professional and Technical	58%	46%
Managerial and Administrative	13%	23%
Sales and Clerical	23%	23%
Service and Blue Collar	6%	8%
Total	100%	100%

Table 2[4] shows the type of occupation of 1975 alumnae of St. Olaf and all 11 ACM colleges, compared with the occupations of the program participants in our survey. Direct comparison of occupational types is impossible because different classification systems were used. The ACM study's classifications of "professional and technical" and "managerial and administrative" include the occupations which in our study were classified "professional," "semiprofessional," and "high white collar." Sixty-five percent of program participants fell into this higher group, whereas 71% of 1975 St. Olaf alumnae and 69% of alumnae of all 11 ACM colleges did so. Thus, this data does not show the type of occupations of our

[4]The data on 1975 alumnae in this table and in Tables 3,4, and 5 were taken from Wishart, Patricia, and Jack Rossmann, "Career Patterns, Employment and Earnings of Graduates of 11 ACM Colleges." Final Report to the Fund for the Improvement of Postsecondary Education (December 19, 1977). Distributed by the Associated Colleges of the Midwest, Chicago. Data used with authors' permission.

program participants to be significantly different from the type of occupations of the 1975 women graduates of either St. Olaf or of all 11 ACM colleges.

In other respects as well, the jobs of our program participants whose primary occupation was employment do not appear to differ much from the full-time jobs held by the women who graduated in 1975 from St. Olaf and 11 ACM colleges.

Table 3 shows the relationship between current occupation and long-term career goals of program participants, compared with the career potential of the current employment of 1975 alumnae employed full-time. Because the two surveys asked different questions and the survey of program participants allowed for more than one response, the responses are not completely comparable. The responses do not indicate large differences, however. Of the 1975 alumnae employed full-time, both from St. Olaf and from all 11 ACM colleges, 62% indicated their jobs had at least possible career potential and 38% indicated their jobs were temporary or interim employment. Of the program participants whose primary occupation was employment, 52.5% indicated they were working at jobs which would lead to their long-term career goal and 32.8% indicated they were working at a temporary, interim job. One possible reason why the number of participants indicating they expected their job to lead to their long-term career goal was slightly less than the percentage of 1975 alumnae who indicated their jobs had career potential was that not all of the program participants indicated a career goal. Of the 95 participants who responded to the questionnaire, only 65, or 68.4%, indicated a long-term career goal. Of those indicating a career goal, however, 86.1% listed an occupation which was classified as professional or semiprofessional.

Program participants were also about as satisfied with their current work as were 1975 alumnae. As Table 4 indicates, 60% of program participants whose primary occupation was employment indicated they were satisfied or extremely satisfied with their current job, compared with 74% of 1975 St. Olaf alumnae and 72% of alumnae of all 11 ACM colleges who indicated they were either enthusiastic

Table 3

CAREER POTENTIAL OF CURRENT EMPLOYMENT,
PROGRAM PARTICIPANTS, AND 1975 ALUMNAE

Relationship Between Current Occupation and Long-Term Career Goal:	Program Participants Whose Primary Occupation Was Employment	
	n	%
Attending school to prepare for it	1	1.6[a]
Working at job which will lead to it	32	52.5
Working at temporary job, will pursue goal later	20	32.8
Working at temporary job while deciding on goal	6	9.8
Looking for work which will lead to goal	7	11.5
No relationship	7	11.5
No long-term career goal	6	9.8
Other	11	18.0

Career Potential Of Current Employment	1975 Alumnae Employed Full Time	
	St. Olaf Only (N=113)	11 ACM Colleges (N=473)
Definite career potential	30%	30%
Possible career potential	32%	32%
Employment to earn money while deciding on work wanted	12%	12%
Temporary employment to earn money to do something else	14%	14%
Temporary employment until something better is found	12%	12%
Total	100%	100%

[a]Percentages add up to more than 100% because some respondents selected more than one alternative.

Table 4

JOB AND CAREER SATISFACTION OF
PROGRAM PARTICIPANTS AND 1975 ALUMNAE

Level of Satisfaction	Satisfaction With Current Job, Participants Whose Primary Occupation Was Employment		Satisfaction With Career Direction, All Participants	
	n	%	n	%
Extremely satisfied	17	26.2	24	26.4
Satisfied	22	33.8	35	38.5
Somewhat satisfied	12	18.5	18	19.8
Somewhat to extremely dissatisfied	14	21.5	14	15.4
Total	65	100.0	91	100.1

Attitude Toward Employment	Satisfaction With Current Employment, 1975 Alumnae Employed Full Time	
	St. Olaf Only (N=109)	11 ACM Colleges (N=463)
Enthusiastic	32%	37%
Like it	42%	35%
Neutral	17%	16%
Don't like it	9%	12%
Total	100%	100%

about their job or liked it. Program participants were also generally satisfied with their current career direction; 84.6% of all respondents indicated that they were at least somewhat satisfied with it.

The percentage of colleagues with college degrees and the relationship between their current job and their undergraduate major were also similar for program participants and 1975 alumnae. As indicated on Table 5, 60.7% of program participants whose primary occupation was employment indicated that 75% or

Table 5

DESCRIPTION OF CURRENT JOBS BY PROGRAM

PARTICIPANTS AND 1975 ALUMNAE

Item	Participants Whose Primary Occupation Was Employment n	%
Percentage of Persons Doing Same Type of Work With B.A.:		
100%	27	44.3
75-99%	10	16.4
50-74%	5	8.2
25-49%	5	8.2
0-25%	14	23.0
Total	61	100.0
Relationship Between Work and Undergraduate Major:		
B.A. in major required	16	24.2
Some relationship	31	47.0
No relationship	19	28.8
Total	66	100.0
Percentage of Persons Doing Same Type of Work Who Are Women:		
100%	13	21.0
75-99%	15	24.2
50-74%	21	33.9
25-49%	2	3.2
0-25%	11	17.7
Total	62	100.0

Item	1975 Alumnae Employed Full Time	
	St. Olaf Only (N=114)	11 ACM Colleges (N=479)
Indicated that in current employment, most colleagues have college degrees.	59%	61%
Relationship of Current Employment to Undergraduate Major:		
Closely related	54%	42%
Somewhat related	18%	26%
Not related	28%	32%
Total	100%	100%

more of the persons doing the same type of work for their employer had at least the B.A. degree. Of 1975 alumnae employed full-time, 59% of those from St. Olaf and 61% of those from all 11 ACM colleges indicated most of their colleagues at work had college degrees.

Of program participants, 28.8% indicated there was no relationship between their work and their undergraduate major, compared with 28% of 1975 St. Olaf alumnae and 32% of alumnae of the 11 ACM colleges. In addition, a minority of the program participants whose primary occupation was employment were working in jobs that might be considered nontraditional for women; about a sixth indicated that 25% or fewer of the persons doing the same type of work for their employer were women. (No comparable question was asked in the ACM study.)

The similarities between program participants and 1975 alumnae in type of occupation and description of occupation support the assumption that the differences found in the occupations of program participants and the St. Olaf women in the classes of '76 and '77 as a whole were probably due more to differences in the timing of data gathering, rather than to actual differences in occupation.

What, then, are the implications of this for our assessment of the impact of the Career Counselor and Career Advisory Panel? If there are no obvious differences between the occupations of program participants and women in the classes of '76 and '77 as a whole, did the Career Counselor and CAPs have no impact? It is difficult to answer this question for several reasons. First of all, as was mentioned in Report 1, using occupational data to assess the impact of these programs presents problems. One is that there are many factors which influence students' choice of career, such as family attitudes and values, high school experience, prevailing attitudes towards various careers, etc. These outside factors might be strong enough to mask any effects of the Career Counselor and CAP. A second problem is that the classes studied were not exposed to the program for their entire college career; the 1977 graduates were only exposed to the program in their junior and senior years, and many may have had their plans set by that stage in their college career.

Another source of difficulty in interpreting the apparent lack of difference

in occupations of program participants and nonparticipants is that the program participants may not have been representative of the women of the classes of '76 and '77 as a whole. If, for example, they chose to consult the Career Counselor or take part in the career planning retreat because they had greater problems choosing a career or lower career aspirations than their classmates who did not participate, then their choosing occupations similar to that of their classmates might indicate a great deal of positive impact on the part of the Career Counselor or CAPs. It is also possible that some of the students who did not consult the Career Counselor or attend the career planning retreat may have had a significant interaction with the Career Counselor or a CAP in some other form. Thus, considering them nonparticipants in comparing the two groups might obscure the impact of the program.

Yet another interpretation of this data is that the CAP and Career Counselor may have had a profound effect on some students, but the number of these students was such a small percentage of the program participants in the study that they did not have much effect on the group data.

An analysis of the student perception of the impact of the Career Counselor and CAPs may add to our understanding of the occupational data.

Student Perception of Impact of Career Counselor and CAP

In the follow-up questionnaire sent to women who had consulted with the Career Counselor or attended the career planning retreat, the respondents were presented with a list of programs and services involving the Career Counselor and CAP and were asked to rate the helpfulness of each to them in making plans or decisions for the future. Their responses are presented in Table 6. The majority of the respondents found each program or service at least somewhat helpful. Clearly the most helpful program of those listed was the career planning retreat, which the majority of respondents rated as being "very helpful."

Table 6

USE AND HELPFULNESS OF PROGRAMS AND SERVICES

Program Or Service		Used Or Attended			Helpfulness If Used Or Attended			
		Yes	No	Total	Very Helpful	Somewhat Helpful	Of Little Help	Total
Career Planning Retreat	n	11	64	75	7	4	-	11
	%	14.7	85.3	100.0	63.6	36.4	-	100.0
Individual interaction with CAPs	n	41	36	77	10	23	8	41
	%	53.2	46.8	100.0	24.4	56.1	19.5	100.0
Informational programs featuring one or more CAPs	n	45	35	80	16	22	7	45
	%	56.3	43.8	100.1	35.6	48.9	15.6	100.1
Other informational programs	n	40	36	76	6	22	12	40
	%	52.7	47.4	100.1	15.0	55.0	30.0	100.0
Personal consultation with career counselor	n	68	15	83	16	36	16	68
	%	81.9	18.1	100.0	23.5	52.9	23.5	99.9
"Information searching" method of decision-making	n	42	34	76	13	21	8	42
	%	55.3	44.7	100.0	31.0	50.0	19.0	100.0

These programs and services opened options or changed perspectives:	n	%
Yes, definitely	17	19.8
Yes, somewhat	27	31.4
No	42	48.8
Total	86	100.0

Viewed least helpful were informational programs which did not feature CAPs.

The women were also asked whether they felt these programs and services opened their options or changed their perspectives. Just over half indicated that they had, at least "somewhat," with about a fifth indicating they "definitely" had. The response to this item by the 56 respondents who had had interaction with the CAP (by attending the career planning retreat, having individual interaction

with a CAP and/or attending an informational program featuring one or more CAPs) was even more positive; 30.4% indicated "definitely" that their options had been opened or their perspectives changed, with 26.8% indicating they had "somewhat" and 42.9% indicating they had not.

Slightly different questions were asked on the "Women and Careers" questionnaire which was sent to a random sample of St. Olaf students. Students were asked if they had consulted with the Career Counselor or had contact with a CAP, and, if so, to indicate its effect on their decisions for the future. As Table 7 shows, the majority of students indicated that these programs had "some" or "considerable" effect on their decisions for the future. The most positive response was given by women students regarding interaction with the CAPs; about 80% indicated it had at least "some" effect on their decisions for the future.

Table 7

EFFECT OF INTERACTION WITH CAREER COUNSELOR AND CAREER ADVISORY PANELISTS BY SEX

Item	Men		Women		Total	
	n	%	n	%	n	%
Effect of consultation with Career Counselor on decisions for the future:						
Considerable	2	22.2	1	3.6	3	8.1
Some	4	44.4	17	60.7	21	56.8
Little or none	3	33.3	10	35.7	13	35.1
Total	9	99.9	28	100.0	37	100.0
Effect of program or interaction with CAPs on decision for the future:						
Considerable	1	5.0	13	27.7	14	20.9
Some	9	45.0	25	53.2	34	50.7
Little or none	10	50.0	9	19.1	19	28.4
Total	20	100.0	47	100.0	67	100.0

The nature of the perceived impact of the Career Advisory Panel and Career Counselor is described by student comments. On the follow-up questionnaire to former program participants, respondents who indicated their options had been opened or their perspectives changed were asked to explain their response. They listed three main ways in which they felt these programs had had this effect: 1) by providing information and methods to use in the job hunt and career decisions, 2) by offering support and encouragement, and 3) by providing them with contacts. The following are sample comments describing these three types of impact:

1. Providing information and methods to use in the job hunt and career decisions

   "Career counselor gave me more ideas on what types of work I could pursue with my specific major. Also . . . gave me pointers on job hunting."

   "The retreat was enlightening in that it opened up areas to me which I had not considered earlier."

   "Gave me ideas for resumés and applying for jobs. Made me aware of the resources and how to make use of them when desired."

   "It was helpful to have information on schools and programs collected and available as well as someone to help me define my goals and expectations."

   "The most valuable thing I came away with was the conviction that if I really wanted a position and would be able to convince the prospective employer that I was suited for that position . . . It worked."

   "My consultation was beneficial in that I learned a great deal about 'canvassing' for job opportunities. Most importantly, it made me realize the myriad of opportunities available if approached with initiative."

2. Offering support and encouragement

   "Encouragement about my skills as a means to employment."

   "Didn't change my perspectives - only enhanced them!"

   "The Mellon Grant Program on Women in Medicine was excellent in that it showed how women have adapted to the joint roles of physician and wife and mother -- their experiences helped me to be able to see myself as a future physician and pursue that course."

"Until I got involved with the CAP, my self-image and understanding was low. Through conversations, encouragement and interaction with CAP and related people, my perceptions of self expanded and gave me confidence to try a career previously 'out of range.'"

"Although my answer above was no, I wish to add that my mind was fairly well made up by the time I spoke with the career counselor - thus I guess I mainly used her as a sounding board for my plans. My discussion with her was quite helpful (and I feel a good reason for her job) - in that she helped me become confident in my plans for my career."

3. Providing contacts

"Deb Denz got me in contact with Pat Zimmerman of Control Data, who helped me get my job here."

"Deb Denz kept me hopeful of getting into law school when I was getting discouragement from others at St. Olaf. She introduced me to Karin Wille, who arranged for an Interim program for me at the Dayton-Hudson Corporate (legal) offices. Through the contacts made there I learned of my present job opening. Without these two womens' help - I certainly wouldn't be where I am today. I believe that the Career Planning and Placement Office needs to take a more assertive role in counseling women students as to future plans. I benefitted greatly from the help I received through this program and would hope that it reaches out to more women students in the future." (Full-time law student also working as law clerk)

When asked if they had other comments, several women mentioned aspects of the program they thought should continue:

"Continue to have Women Career Advisory Panelists. Advertise them to your women students more."

"Try to keep the Career Advisory Panelists, or establish a similar program to replace it. Encouragement and role models are VERY helpful when making a career decision, particularly for women students at St. Olaf. The CAPs were the best thing in the Career Planning Office."

"PLEASE keep the strong emphasis on women - even the most courageous of us need encouragement to do what we have to do!"

"I think the Career-Planning retreat was really fine, and should be continued for St. Olaf men and women."

Interaction with the Career Advisory Panelists, especially at the career planning retreats (held in October 1976, September 1977, and April 1978) was clearly perceived by students as having an impact on them. The evaluations conducted at these retreats (see Appendix C) provide additional information about

the nature of this impact. At all three retreats, nearly all participants who completed evaluations indicated they had made some or much progress toward becoming aware of life/career options. Those attending the first retreat indicated the most progress in this area; 81% felt they had made much progress in awareness of options. Participants in the October, 1976 and September, 1977 retreats were asked to indicate their progress in developing decision-making skills. The majority of students at both retreats indicated they had made progress in developing these skills, again with those at the first retreat indicating more progress in this area. Participants in the September, 1977 and April, 1978 retreats were asked to rate their progress in gaining insight into self, including values, skills, assets, interests, and experiences. Nearly all in September, 1977 and all in April, 1978 indicated at least some progress in this, with about half of each group responding that they had made much progress.

Students at all three retreats were asked to what extent they felt they had changed any of their perceptions about the various life styles available to women. They indicated somewhat less change in this area than in the other areas mentioned above, although the majority at all three retreats indicated they had changed at least somewhat. Again students attending the first retreat perceived the most change in this area, with about a third indicating their perceptions had changed "to a great extent."

The ratings of the specific structured activities at the retreat indicate that nearly all participants found each of them at least somewhat helpful. In general, the most highly rated events were panel discussions featuring the CAPs.

Comments on the retreat evaluations included a statement from a student who felt the retreat helped clarify her thinking:

> "I came here very, very confused and as of today, I feel like I actually know where I've come from, what I want, and at least have some direction as to where I'm headed."

Other students indicated they had been encouraged to pursue previous plans:

"Most important, this workshop encouraged me in my present direction -- knowing myself, really understanding my needs and goals."

"I now feel I have the incentive to go and start in the direction I wanted to go in, but never had the guts to do because I felt the decision was too large and permanent for me to make."

Evaluations of other specific programs indicated additional effects. In the evaluation of the evening workshop on the two-career family held in April, 1976 (see Appendix D), the majority of both women and men students indicated they obtained some or much more information about the problems and possible solutions for the two-career family. About half of the men students and the majority of the women students indicated they felt the program had affected their attitude regarding the desirability of the two-career family. In the evaluation of the Assertiveness Training Workshop held in January, 1976, nearly all students indicated at least some changes in their thinking and a majority at least some change in behavior as a result of the workshop. Those students who were initially least assertive reported the most change in thinking and behavior. (For the complete report on this workshop, see Appendix E.)

Comments written by students who attended CAP programs, visited CAPs at work or completed internships arranged by CAPs mentioned learning more about career options, about specific careers, about how women balance home life and careers, and about how career women have handled the various problems that arise.

In summary, the majority of the students who participated in CAP programs or utilized the services of the Career Counselor appear to have found them helpful, and to have felt they had some impact on them. Many of the changes described by students were in areas that one would not necessarily expect to see reflected in immediate post-baccalaureate employment, such as changes in assertiveness or in perceptions of alternative life-styles. In addition, few students indicated that the program caused them to make a decision they might not otherwise have made, although statements that they felt encouraged were common. Thus it is not entirely inconsistent that the students could perceive these programs as having

an impact on them, and at the same time differ very little in occupation from their classmates or from 1975 women graduates of St. Olaf and 11 ACM colleges.

That the impact of these programs for most participants was probably in some area other than career decision or job search is supported by the description of their job search given by program participants on the follow-up questionnaire. Table 8 presents the assistance in finding work reported by those respondents whose primary occupation was employment. Although we do not know how many actually sought such assistance, a majority (64.6%) indicated they received no assistance in finding or choosing their work from Career Planning and Placement or the CAP. A contributing factor to this independence in finding or choosing work may have been the number of students (60.9%) who limited their job search to a specific geographical area.

For a small group of participants, however, these programs clearly had an effect on their job choice or search.

Comments written by students on the follow-up questionnaire illustrated the types of unmet needs that may have caused the programs to have less effect on some students than on others. Most of these comments could be summarized into four general suggestions for career planning and placement services at St. Olaf: 1) try to reach students earlier in their college careers; 2) expand the services to students interested in areas other than teaching, nursing, and business; 3) offer more direct help; and 4) help students deal with issues relating to careers and the liberal arts. Examples of such comments follow:

1. <u>Need for earlier contact</u>

> "Found the office was happy to offer guidance and assistance when called upon. Would have been helpful to me had I visited them earlier. Perhaps more in-depth counseling and workshops should be directed at Freshman/Sophomore years."
>
> "I don't know how, but try to make people aware early in their college careers that they should either think seriously about a specific field or else be satisfied with a good liberal arts degree that won't guarantee them a job. I think it occurs to many students too late."
>
> "Need to start earlier in college career -- more emphasis on life-planning as opposed to job searching."

Table 8

DESCRIPTION OF JOB HUNT BY PROGRAM PARTICIPANTS WHOSE PRIMARY OCCUPATION WAS EMPLOYMENT

Assistance in Finding Job:

	n	%
Learned about opening through Career Planning and Placement or CAP	5	7.7[a]
Learned about opening through contact or lead from Career Planning and Placement or CAP	3	4.6
Learned how to find a job from Career Planning and Placement or CAP	14	21.5
Learned about availability of this type of work from Career Planning and Placement or CAP	2	3.1
Used a placement file in securing job	14	21.5
Received no assistance in finding or choosing this work from Career Planning and Placement or CAP	42	64.6

Limited the Geographical Area In Which Willing to Work:

	n	%
Yes	39	60.9
No	25	39.1
Total	64	100.0

Areas of Limitation:

	n	%
Minneapolis/St. Paul	17	43.6
Other specific city or town	10	25.6
Total specific city	27	69.2
Midwest	5	12.8
Two or more areas	7	17.9
Total limited search	39	99.9

[a]Percentages add up to more than 100% because some respondents selected more than one alternative.

1. Need for earlier contact, cont.

"When I was at St. Olaf there were very few organized programs that I knew about from the Career Office. I am not familiar with your current program, but I would hope that you are trying to involve students in their freshman year in thinking about career direction -- and that you follow through with specific programs designed to help students during each successive year instead of waiting for students to come to you during their senior year."

2. Expand service to students interested in areas other than teaching, nursing, business

"There is a need for much more information and presentations for students majoring in psychology, family studies, sociology, etc."

"It seems the Career Office provides a great deal of help and information for those in business or teaching majors and very little for the many in social service."

"St. Olaf career office seems too geared towards helping the nursing, teaching, and business students -- there are other students with other majors."

"I believe it could have been more helpful if a wider variety of agencies or companies could have interviewed (or even spoken) on campus. These really only aided education or business-economics majors."

"More should be done with the actual method of looking for a job. Especially with jobs that require some type of portfolio (i.e. writers and artists)."

3. Need for more direct help

"I was not helped to find the type of jobs available and didn't know where to start myself. Phone calls, letters, etc., are more helpful than sending me to the files to look for folders on jobs I would be interested in which didn't exist."

"Offer more concrete help -- specific career opportunities that apply to a particular major. Instead of saying 'Well, you could do something with statistics,' offer some real-life examples of how various companies use statisticians; suggest exactly where a person could find more information. . . . If an Office of Career Planning and Placement can't help show what we can do with a particular major, who can? Professors, friends, parents, acquaintances don't know."

4. Help with issues related to careers and the liberal arts

"All undergraduate work need not be totally 'relevant' to one's future job, and yet one should be aware of courses that will contribute to being a desirable employee in one's field. Is there any way your office could impress on undergrads the necessity of such a balance?"

"More needs to be done in the area of alternative thinking. The 'accepted' occupations receive undue emphasis."

> "Help the liberal arts graduate to more sharply define career goals -- St. Olaf (in many majors) is not specifically career-oriented, so the task to the student is to focus his interests/major in a career direction."

Impact of the Program as Perceived by Career Advisory Panelists

The evaluation forms completed by the CAPs after specific activities (for a sample form, see Appendix B) indicate that their goals for given activities were frequently to provide moral support to students and serve as role models as well as to provide them with information. CAPs generally felt that these goals were accomplished, which is consistent with the student response described above.

Eight of the ten Career Advisory Panelists also completed a final evaluation questionnaire. (For a copy of this questionnaire, see Appendix B). In the first part of this questionnaire, CAPs were presented with a list of goals for the panel which had been prepared by the Mellon Grant Planning Team in August, 1975. Panelists were asked to indicate the extent to which they felt each goal had been accomplished. Their responses are presented in Table 9. The objectives which the CAPs felt were best accomplished (a majority indicating they were at least "adequately" accomplished) were: to help students become acquainted with women who have pursued diverse careers, to inform students and faculty of the range of employment potential in their own and related fields, and to provide students with models of, and help them consider the joys and problems of, different life-styles. The other objectives were felt by the majority of the CAPs to have been accomplished at least somewhat. Two of the panelists indicated that they felt they did fairly well in meeting these objectives for those students with whom they had contact, but they rated achievement of the goals low because only a minority of the student body was affected by the program. One of the panelists added that she felt that the goals would also have been better met if they had had more continued contacts with students rather than one-time-only

Table 9

RATING OF GOAL ACCOMPLISHMENT BY CAREER ADVISORY PANELISTS

Goal	Extent to Which Accomplished			
	Thoroughly	Adequately	Somewhat	Not At All
1. To establish and develop an ongoing relationship with St. Olaf College students and faculty and administration.	-	2	5	1
2. To help our students become acquainted with women who have pursued diverse careers, including those not traditionally considered by women.	1	7	-	-
3. To inform students and faculty of the range of employment potential in your own and related fields.	-	5	3	-
4. To inform students and faculty of the kinds of education and training needed by people in your field, and of how and where they may be pursued.	-	3	5	-
5. To help students understand and prepare to cope with the forms of prejudice they may encounter because of sex-stereotyping in different fields.	2	1	5	-
6. To provide students with models of different life-styles of career women, and to help students consider the joys and problems of these -- marriage and non-marriage; children and no children; different combinations and chronologies of education, family and career.	2	4	2	-
7. To help locate for students possible internship or field work opportunities in your field so that they can explore different careers.	-	2	4	2
8. To play a part in faculty development by helping faculty to observe and understand the varied world of careers and women's participation in this world.	-	-	5	3

meetings. In general, the panelists tended to feel they met their objectives for specific programs, but were less confident of their impact on the college as a whole.

When asked to list which programs, meetings, speeches, retreats, visits, or other activities they felt were most valuable in helping them achieve these goals, the activity most often listed was career planning retreats. Also listed were meetings with classes, internships, panel discussions, student visits to the place of work, the Two-Career Family Symposium, the on-campus orientation retreat at the beginning of the program, the program for faculty on "Business and the Liberal Arts Graduate," the meeting with faculty on "The Politics of the Arts," the meeting with administrators on "Women in Careers," and individual meetings with students. One panelist commented that in general, the longer sessions with larger groups were the most effective.

A variety of suggestions were made in response to a question about the coordination of panelist activities and whether the best use was made of their knowledge, skills, and interests in furthering the program's goals. These suggestions included the following: more use could have been made of panelists; panelists might have been able to relate to more people if programs had been planned to allow CAPs to address broader topics; earlier exposure to faculty and administration might have generated faster acceptance of the program. More interactions between panelists and persons responsible for curriculum and policy, more unstructured time at retreats, and more sessions as a panel were also suggested.

Suggestions for programs or activities which they felt were important to continue or initiate included career planning retreats, internships, 'forum' type activities, programs to sensitize faculty and administrators about the opportunities available to women and obstacles to women, making role models available, and programs to bridge the gap between academia and the world of work, such as visits by industry representatives to classes.

Several panelists felt that being a CAP assisted them in value clarification and goal setting. The panel members became friends and formed a support group, as well as providing each other with insights and information about career choice. One panelist also felt that St. Olaf students and program administrators had served as a support group for her. As a group, they found being on the panel a rewarding experience and encouraged the college to continue the CAP program in some form.

Conclusion

Considering together the occupational data on program participants, the students' perception of the impact of the program, and the Career Advisory Panelists' perception of the impact of the program, it appears the the Career Counselor and the CAPs had some effect on nearly all students who used their services and a great impact on a few. Just as it is unrealistic to assume that these programs could have served every student, it is also unrealistic to assume they would have a large effect on every person contacted. To have some effect on many and much effect on a few is what could reasonably be expected of such a program, and it is what the evidence indicates was accomplished.

APPENDIX A

SAMPLE QUESTIONNAIRE: CAREER PLANNING AND PLACEMENT FOLLOW-UP SURVEY

1. When did you graduate from St. Olaf? _____ (month) _____ (year)

2. Major(s): _____

_____

3. Are you now attending school?
   1 Yes, full-time
   2 Yes, part-time
   3 No

   a) If a student, please write in: Program or subject: _____

   Degree sought: _____

4. Are you now employed?
   1 Yes, full-time
   2 Yes, part-time
   3 No (If No, skip to question 5. on the other side of the page.)

   a) If employed, please write in: Job title: _____

   Firm or agency: _____

   Major responsibilities: _____

   _____

   _____

   b) If employed, approximately what percentage of the persons doing the same type of work for your employer have at least the B.A. degree?
      1 100%
      2 75-99%
      3 50-74%
      4 25-49%
      5 0-25%

   c) If employed, approximately what percentage of the persons doing the same type of work for your employer are women?
      1 100%
      2 75-99%
      3 50-74%
      4 25-49%
      5 0-25%

   d) If employed, what is the relationship between your work and your undergraduate major?
      1 No relationship
      2 Some relationship; my major helped me qualify for this work
      3 A B.A. in my major was required for this work

   e) If employed, how satisfied are you with your current job?
      1 Extremely satisfied
      2 Satisfied
      3 Somewhat satisfied
      4 Dissatisfied
      5 Somewhat dissatisfied
      6 Extremely dissatisfied

   f) If employed, which of the following apply to your current job? (Circle as many as apply.)
      1 I learned about the opening through St. Olaf's Office of Career Planning and Placement or a Career Advisory Panelist.
      2 I learned about the opening through a contact or lead I got from the Office of Career Planning and Placement or a Career Advisory Panelist.
      3 I learned how to find a job from the Office of Career Planning and Placement or a Career Advisory Panelist.
      4 I learned about the availability of this type of work from the Office of Career Planning and Placement or a Career Advisory Panelist.
      5 I used a placement file in securing this job.
      6 I received no assistance in finding or choosing this work from the Office of Career Planning and Placement or a Career Advisory Panelist.

5. If you are employed or looking for work, did you limit the geographical area in which you were willing to work?
   1 Yes
   2 No
   a) If yes, to what area(s) did you limit your search? _____

6. If you are not now working or going to school, which of the following best describes your situation?
   1 I am looking for employment.
   2 I am taking time off to decide what I want to do.
   3 I am doing something else. (specify: _____)

7. What is your long-term career goal? _____

8. Which of the following best describes the relationship between your current occupation and your long-term career goal? (Circle as many as apply.)
   1 I am attending school to prepare for it.
   2 I am working at a job which will lead to it.
   3 I am working at a temporary job and intend to pursue my career goal later.
   4 I am working at a temporary job while I decide on my career goal.
   5 I am looking for work which will eventually lead to my career goal.
   6 There is no relation between my current occupation and my long-term career goal.
   7 I don't have a long-term career goal.
   8 Other (specify: _____)

9. How satisfied are you with your current career direction?
   1 Extremely satisfied
   2 Satisfied
   3 Somewhat satisfied
   4 Somewhat dissatisfied
   5 Dissatisfied
   6 Extremely dissatisfied

10. Listed below are some of the programs and services sponsored by the Office of Career Planning and Placement. For each that you attended or used, please indicate its helpfulness to you in making plans or decisions for the future.

Helpfulness in Making Plans or Decisions for the Future				
Very Helpful	Somewhat Helpful	Of Little Help	Did Not Attend Or Use	Programs and Services
1	2	3	4	a) Career planning retreat
1	2	3	4	b) Informational programs featuring one or more Career Advisory Panelists
1	2	3	4	c) Other informational programs
1	2	3	4	d) Individual interaction with one or more Career Advisory Panelsits
1	2	3	4	e) Personal consultation with career counselor
1	2	3	4	f) "Information searching" method of decision-making

11. Do you feel any of the above services opened your options or changed your perspectives?
   1 Yes, definitely
   2 Yes, somewhat
   3 No

12. If yes, please explain:

13. Are there any ways in which the Office of Career Planning and Placement could have helped you in your decision-making or job searching, but did not?

14. Any other comments?

Please return to:

Office of Educational Research
St. Olaf College
Northfield, MN 55057

3/78

APPENDIX B

SAMPLE EVALUATION FORMS FOR SPECIFIC ACTIVITIES AND FINAL EVALUATION, CAREER ADVISORY PANELISTS

Activity: _____

Date: _____

Career Advisory Panelist: _____

1. Listed below are some of the general goals suggested for our "Women in Careers" program. Please check the ones that were your goals for this activity, and list any additional goals you had in mind. (Please check a goal even if you were only concerned with a part of it.)

A. Students (women and men)

____ Inform them about a career or careers, including:

a. Kind of education and/or training needed.
b. How to pursue the required education.
c. Employment potential in the career area.

____ Help them understand and be prepared to cope with prejudice because of sex stereotyping in the career world.

____ Help them become aware of problems and possibilities regarding marriage and children, and different chronologies of education, family and career.

____ Help them to not underestimate their abilities, to not accept negative estimates of their potential.

____ Help them become receptive to new possibilities of roles for men and women.

____ Other(s): _____

_____

_____

_____

B. Faculty and/or Administrators

____ Help them learn more about women's participation in the world of careers and to have flexible perceptions of women's careers.

____ Help them learn more about possible careers for students majoring in their subject.

____ Influence them to have equally high expectations of male and female students, especially in the sciences.

____ Help them to become aware of:

a. The reality of changing roles.
b. The complex issues raised by changing roles.
c. The problems of women students.
d. The potential of women students.

____ Other(s): _____

_____

_____

_____

C. Other goals

_____

_____

_____

2. What do you feel was accomplished in this session?

3. Is there something you wish you had done differently? If so, how might you have done it?

4. Was there something in the arrangements or format that you wish had been different? If so, what would have been better?

5. Other comments, recommendations:

EVALUATION FORM

CAREER ADVISORY PANELIST ACTIVITIES

Activity: _____

Date: _____

Career Advisory Panelist: _____

1. What was your main goal in this activity?

2. To what extent do you feel this goal was accomplished?

3. Was there something about this activity you wish had been different? If so, what would have been better?

CAREER ADVISORY PANEL

Name: _____

1. Listed below are the goals of the Career Advisory Panel prepared by the Mellon Grant Planning Team in August, 1975. Please indicate the extent to which you feel you have accomplished each goal by circling the number corresponding to your response, adding comments when appropriate.

Extent to Which Accomplished:				Goal
Thoroughly	Adequately	Somewhat	Not at All	
1	2	3	4	1. To establish and develop an ongoing relationship with St. Olaf College students and faculty and administration.
Comments:				
1	2	3	4	2. To help our students become acquainted with women who have pursued diverse careers, including those not traditionally considered by women.
Comments:				
1	2	3	4	3. To inform students and faculty of the range of employment potential in your own and related fields.
Comments:				
1	2	3	4	4. To inform students and faculty of the kinds of education and training needed by people in your field, and of how and where they may be pursued.
Comments:				
1	2	3	4	5. To help students understand and prepare to cope with the forms of prejudice they may encounter because of sex-stereotyping in different fields.
Comments:				
1	2	3	4	6. To provide students with models of different life-styles of career women, and to help students consider the joys and problems of these -- marriage and non-marriage; children and no children; different combinations and chronologies of education, family and career.
Comments:				
1	2	3	4	7. To help locate for students possible internship or field work opportunities in your field, so that they can explore different careers.
Comments:				
1	2	3	4	8. To play a part in faculty development by helping faculty to observe and understand the varied world of careers and women's participation in this world.
Comments:				

2. Which programs, meetings, speeches, retreats, visits or other activities do you think were most valuable in helping you achieve these goals?

3. How effective was the coordination of panelist activities? Do you feel that the programs and activities in which you participated made the best use of your knowledge, skills, and interests in furthering the goals of the Mellon grant program?

4. Do you have suggestions of specific programs or activities which you feel are important to continue or initiate as we continue our work in the area of women and careers?

5. Do you feel that being a Career Advisory Panelist has had any effect on your own personal or career development? If so, please explain.

6. Other comments or thoughts you'd like to share?

O.E.R.
May, 1978

APPENDIX C

EVALUATION OF CAREER PLANNING RETREATS

EVALUATION

CAREER PLANNING RETREAT

1. Listed below are the major activities of the retreat. Please rate each according to how helpful it was to you by circling the number in the appropriate column.

Very Helpful	Somewhat Helpful	Of Little Or No Help	
			Saturday:
1	2	3	a. Keynote address: "Great Expectations: It's a Different Scene"
1	2	3	b. Panel discussion: "Career/Life Options"
1	2	3	c. Small group workshops on lifelines
			Sunday:
1	2	3	d. Speech: "College — For What"
1	2	3	e. Panel Discussion: "Decision-Making for College Women"
1	2	3	f. Small group workshops on decision-making

2. Listed below are the two main objectives of this retreat. Please indicate the amount of progress you feel you have made on each, by circling the appropriate number.

Much Progress	Some Progress	Little Or No Progress	
1	2	3	a. Becoming aware of the career/life options open to you, and the implications of various choices.
1	2	3	b. Developing good decision-making skills.

3. To what extent do you feel you have changed any of your perceptions about the various life styles available to women (single, married with children, married without children, etc.) as a result of this retreat?

____ 1. To a great extent
____ 2. Somewhat
____ 3. Little or not at all

Would you briefly describe these changes, if any?

4. What was the most important thing you learned at the retreat?

5. What about the retreat could have been improved?

6. Do you have any suggestions of what should be included in the follow-up meeting?

Office of Educational Research
October, 1976

EVALUATION

CAREER PLANNING RETREAT

1. Listed below are the major activities of the retreat. Please rate each according to how helpful it was to you by circling the number in the appropriate column.

Very Helpful	Somewhat Helpful	Of Little Or No Help	
			Saturday:
1	2	3	a. Keynote address: "Direction - Values - Career"
1	2	3	b. Panel discussion: "Career/Life Options and Realities"
1	2	3	c. Small group workshops: "Where Do I Go From Here?"
1	2	3	d. Presentation: "If You Have It, Use It"
			Sunday:
1	2	3	e. Panel Discussion: "How Do You Take Action?"
1	2	3	f. Small group workshops on decision-making

2. Listed below are the two main objectives of this retreat. Please indicate the amount of progress you feel you have made on each, by circling the appropriate number.

Much Progress	Some Progress	Little Or No Progress	
1	2	3	a. Becoming aware of career/life options and realities.
1	2	3	b. Gaining insight into self - values, skills, assets, interests, experiences.
1	2	3	c. Developing decision-making skills.

3. To what extent do you feel you have changed any of your perceptions about the various life styles available to women (single, married with children, married without children, etc.) as a result of this retreat?

____ 1. To a great extent

____ 2. Somewhat

____ 3. Little or not at all

Would you briefly describe these changes, if any?

4. What was the most important thing you learned at the retreat?

5. What about the retreat could have been improved?

Office of Educational Research
October, 1977

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CAREER PLANNING WORKSHOP

1. Listed below are the major activities of the workshop. Please rate each according to how helpful it was to you by circling the number in the appropriate column.

Very Helpful	Somewhat Helpful	Of Little Or No Help	
1	2	3	a. Panel Discussion: "What's Out There For Us?"
1	2	3	b. Presentation: "Can She Type?"
1	2	3	c. Trioing: Skill Identification
1	2	3	d. Panel Discussion: "How Can I Make the Most of My St. Olaf Experience?"
1	2	3	e. Panel Discussion: "Career/Husband/Children"

2. Listed below are the three main objectives of this workshop. Please indicate the amount of progress you feel you have made on each, by circling the appropriate number.

Much Progress	Some Progress	Little Or No Progress	
1	2	3	a. Becoming aware of life/career options.
1	2	3	b. Gaining insight into self — skills — interests — experiences.
1	2	3	c. Beginning life/career planning.

3. To what extent do you feel you have changed any of your perceptions about the various life styles available to women (single, married with children, married without children, etc.) as a result of this workshop?

____ 1. To a great extent

____ 2. Somewhat

____ 3. Little or not at all

Would you briefly describe these changes, if any?

4. What was the most important thing you learned at the workshop?

5. What about the workshop could have been improved?

Career Planning and Placement
April, 1978
(Retyped with corrections, 6/78)

STUDENT RESPONSE TO

CAREER PLANNING RETREAT

OCTOBER, 1976

	Very Helpful	Somewhat Helpful	Of Little Or No Help
1. Rating of major activities:			
a. Panel Discussion: "Career/Life Options"	93%	7%	-
b. Panel Discussion: "Decision-making for College Women"	82%	19%	-
c. Small Group-Decision-making	74%	26%	-
d. Small Group-Lifelines	64%	32%	4%
e. Speeches, Combined percentage	50%	43%	7%

	Much Progress	Some Progress	Little Or No Progress
2. Progress toward objectives:			
a. Awareness of Career/Life Options	81%	15%	4%
b. Developing decision-making skills	44%	56%	-

	Great Extent	Somewhat	Little Or Not at All
3. Change in perceptions regarding life styles available to women:	39%	43%	18%

Some Comments:

"Best thing that happened since I've been at St. Olaf!"

"Began thinking of options not previously considered"

"Saw problems as being more manageable"

STUDENT RESPONSE TO

CAREER PLANNING RETREAT

SEPTEMBER, 1977

	Very Helpful	Somewhat Helpful	Of Little Or No Help
1. Rating of major activities:			
a. Keynote Address: "Direction - Values - Career"	40%	50%	10%
b. Panel Discussion: "Career/Life Options and Realities"	73%	27%	-
c. Small Group Workshops: "Where Do I Go From Here?"	48%	38%	4%
d. Presentation: "If You Have It, Use It!"	50%	39%	11%
e. Panel Discussion: "How Do You Take Action?"	50%	42%	8%

	Much Progress	Some Progress	Little Or No Progress
2. Progress toward objectives:			
a. Awareness of career/life options and realities	50%	42%	8%
b. Insight into self: values, skills, assets, interests, experiences	47%	49%	4%
c. Developing decision-making skills	22%	64%	14%

	Great Extent	Somewhat	Little Or Not at All
3. Changes in perceptions regarding life styles available to women:	12%	65%	23%

Some Comments:

"I came here very, very confused and as of today, I feel like I actually know where I've come from, what I want, and at least have some direction as to where I'm headed."

"I began to consider, for the first time really, single life as an option rather than something I have no choice about."

"If nothing else, I got a chance to put myself realistically into the life situation, and I feel my perceptions as a result were challenged out of their 'dream world.' The options all were seen as viable options, and the importance of personal decision really made an impression on me."

"I guess I'll just admit here that I came with somewhat of a pessimistic attitude and have been nothing but overwhelmed with the positive encouragement I have received here. I came with few expectations so it's hard to imagine improvements. I guess more time is the only real improvement that could be made, but that is difficult to find."

Student Comments on Career Planning Retreat, September, 1977, cont.

"I can't think of anything. It was great and I'm glad I 'took the risk,' branched out and came. Thanks for the eye opener."

"I think that all the workshops on values, future speculation, etc. were helpful in getting me to realize the importance of knowing myself. I don't feel, though, that I have been able in this big group setting to really sit down and look at me. That will come now in the days and weeks to come. What was most encouraging, helpful and, yes, exciting, was listening to these 'successful' women, their problems, frustrations, etc. I feel that I've benefitted most from their experience and willingness to share that. I can say, 'she solved that problem in a way I'd never have come up with.' I can honestly say that I leave optimistically and excited. The future looks like an ever-shifting kaleidoscope of opportunities which I can, if I am aware of myself and the many 'helps' available to me, either grasp or let go by, thus shaping a truly fulfilling and happy life."

STUDENT RESPONSE TO

CAREER PLANNING WORKSHOP

APRIL, 1978

	Very Helpful	Somewhat Helpful	Of Little Or No Help
1. Rating of major activities:			
a. Panel Discussion: "What's Out There For Us?"	90%	10%	-
b. Presentation: "Can She Type?"	49%	51%	-
c. Trioing: Skill Identification	50%	49%	1%
d. Panel: "Make the Most of St. Olaf Experience"	80%	20%	-
e. Panel: "Career/Husband/Children"	80%	20%	-
	Much Progress	**Some Progress**	**Little Or No Progress**
2. Progress toward objectives:			
a. Awareness of life/career options	50%	49%	1%
b. Self insight: skills, interests, experiences	49%	51%	-
c. Beginning life/career planning	49%	51%	-
	Great Extent	**Somewhat**	**Little Or Not at All**
3. Changes in perceptions regarding life styles available to women:	15%	75%	10%

Some Comments:

"Most important, this workshop encouraged me in my present direction--knowing myself, really understanding my needs and goals."

"Helped affirm a belief I had held previously--one must work out career and life-style questions to suit one's self and the people around one, not according to what is 'socially acceptable.'"

"I now feel I have the incentive to go and start in the direction I wanted to go in, but never had the guts to do because I felt the decision was too large and permanent for me to make."

". . . important to see various areas in which these women had become successful and to see their healthy attitudes toward making mistakes and learning from those mistakes to improve their careers and lives."

APPENDIX D

EVALUATION OF THE TWO-CAREER FAMILY PROGRAM

In order to help evaluate this program, we would appreciate your answers to the following questions:

1. Relation to St. Olaf:
   ____ St. Olaf student
   ____ St. Olaf teacher, administrator or staff
   ____ Spouse of St. Olaf teacher, administrator or staff
   ____ Other _____

2. Class (students only)
   ____ Freshman
   ____ Sophomore
   ____ Junior
   ____ Senior

3. Sex
   ____ Male
   ____ Female

4. What previous contact have you had with two-career families?
   ____ None
   ____ Have known some but have never discussed their situation with them
   ____ Have had discussions previously with two-career families about their situation
   ____ My parents both have careers
   ____ Both my spouse and I have careers

5. What was the topic of your discussion session?
   ____ Occupational expectations
   ____ Occupational pressures
   ____ Strain and satisfaction on individual level
   ____ Geographical mobility
   ____ Child care - preschool
   ____ Child care - school age
   ____ Household responsibilities
   ____ Social obligations
   ____ Income and educational differential

6. How much thinking had you done before tonight about the problems and alternative solutions for the two-career family?
   ____ None
   ____ Very little
   ____ Some
   ____ A lot

7. To what extent did this program provide you with more information about the problems and possible solutions for the two-career family?
   ____ None
   ____ Little
   ____ Some
   ____ Much

8. What effect do you feel the program has had on your attitude regarding the desirability of the two-career family?
   ____ None
   ____ Little
   ____ Some
   ____ Much

9. Which of the following best describes your current preference regarding a two-career family?
   ____ I definitely prefer to be a member of a two-career family.
   ____ I am not sure whether I prefer to be in a two-career family.
   ____ I definitely prefer to be a member of a one-career family.
   ____ I do not plan to marry.

10. Would you be interested in attending additional programs on the two-career family?
    ____ Yes
    ____ Maybe
    ____ Probably not

11. If you would be interested in additional programs, what topics or formats would you suggest?

12. Comments:

FREQUENCY DISTRIBUTION FOR EACH QUESTION

Relation to St. Olaf

	n
St. Olaf student	81
St. Olaf teacher, administrator or staff	6
Spouse of St. Olaf teacher administrator or staff	4
Other	2
Total	93

Class (Students Only)

	n
Freshman	20
Sophomore	24
Junior	21
Senior	17
Total	82

Sex

	n	%
Male	21	23
Female	72	77
Total	93	100

Previous Contact With Two-Career Families
(Some chose more than one)

	n	%
None	9	10
Have known some but have never discussed situation	41	44
Have had discussions with two-career families	20	22
Both parents have careers	20	22
Both my spouse and I have careers	10	11

Amount of Thinking About Two-Career Family

	n	%
None	1	1
Very little	13	14
Some	35	38
A lot	44	47
Total	93	100

Amount of Information Provided by Program

	n	%
None	4	4
Little	14	15
Some	46	51
Much	27	30
Total	91	100

Program's Effect on Attitude

	n	%
None	10	11
Little	18	20
Some	35	39
Much	27	30
Total	90	100

Preference re: Two-Career Family

	n	%
Prefer to be member two-career family	60	67
Not sure prefer to be in two-career family	28	31
Prefer to be member one-career family	2	2
Do not plan to marry	0	0
Total	90	100

Interest in Attending Additional Programs
(All Participants)

	n	%
Yes	65	71
Maybe	21	23
Probably not	6	7
Total	92	101

Interest in Attending Additional Programs
(Students Only)

	n	%
Yes	60	74
Maybe	16	20
Probably not	5	6
Total	81	100

PERCENTAGES OF STUDENTS RESPONDING TO ITEMS BY SEX, CLASS, AND PREVIOUS CONTACT WITH TWO-CAREER FAMILIES

Item	Sex		Class				Previous Contact With Two-Career Families				All
	Male n=15	Female n=66	Freshman n=20	Sophomore n=24	Junior n=21	Senior n=17	No Contact n=8	Known Some n=40	Divorced Situation with Some n=19	Both Parents Have Careers n=18	n=81
Have done some or a lot of previous thinking about two-career family.	86%	84%	90%	79%	81%	88%	50%	80%	95%	100%	85%
Obtained some or much information from program.	67%	86%	85%	87%	90%	62%	88%	80%	79%	78%	81%
Experienced some or a lot of change in attitude as result of program.	46%	78%	80%	83%	66%	56%	75%	70%	68%	78%	72%
Definitely prefer the two-career family.	71%	64%	80%	50%	65%	66%	50%	60%	74%	72%	65%

Office of Educational Research, April 1976

Percentage of Students "Definitely Preferring" Two-Career Family

Discussion Groups	%
Groups which included discussion of child care	61
Groups with discussions other than child care	70

Percentage of Students Who Would Come to Additional Programs

Class	%
Freshman	84
Sophomore	67
Junior	76
Senior	71

APPENDIX E

EVALUATION OF ASSERTIVENESS TRAINING WORKSHOP

STUDENT EVALUATION OF
ASSERTIVENESS TRAINING WORKSHOP

Judy M. Richardson

and

Alice M. Thomas

Office of Educational Research

St. Olaf College

March, 1976

On January 23-24, 1976, forty-four St. Olaf women attended an Assertiveness Training Workshop.* The workshop was sponsored by the Mellon Grant, "Women in Careers: A Changing Perspective" and the St. Olaf Women's Studies Program. Before the workshop, students were asked to complete "The College Self Expression Scale"; the scores from this test were used as an initial measurement of assertiveness. A copy of this instrument is provided in Appendix III. In order to evaluate the workshop and determine its impact, a questionnaire was sent to each participant two weeks after it had taken place. A copy of the questionnaire can be found in Appendix I. Thirty-one of the forty-four were returned, a 70% rate of response.

Assertiveness of Students Before the Workshop

In "The College Self Expression Scale," the possible range of scores was 0 (most assertive) to 200 (least assertive). The scores of the 44 St. Olaf women attending the workshop were evenly distributed in a range of 46-148. For the purposes of this analysis, the scores of the students were divided into four equal groups, with the first quarter being the most assertive and the fourth quarter being the least assertive. The rate of return differed slightly for the four groups; 82% of those in the most assertive (first group) were returned; whereas only 55% of the least assertive (fourth group) were returned. Thus, in this report, the initially more assertive women are slightly over-represented.

Effectiveness of the Workshop in Producing Change in Thinking and Behavior

Students were asked to describe any changes in their thinking since the workshop, and to indicate how significant they felt these changes, if any, were

*The workshop was conducted by Dianne Johnson of Metropolitan Community College, Minneapolis.

to them. Of the respondents, 90.3% identified changes in their thinking and described them as "somewhat" (61.3) or "quite" (29.0%) significant. When responses to this question were analyzed by year in school, there were no differences between the four classes. When change in thinking was analyzed by assertiveness before the workshop, there was a definite pattern for the less assertive student to report more change in thinking than the more assertive student. Of those in the third and fourth groups (least assertive), 44.4% and 50.0%, respectively, identified changes they felt were quite significant. Of those in the first and second groups (most assertive), only 11.1% and 14.3%, respectively, identified changes they felt were quite significant.

The students were also asked to describe any changes in their actions or behavior since the workshop, and to indicate how significant they felt these changes were to them. The respondents indicated somewhat less change in behavior than they did in thinking; whereas 90.3% had identified changes in their thinking which they described as either somewhat or quite significant, only 64.5% identified changes in their behavior which they described as either somewhat or quite significant. When responses to this question were analyzed by year in school, the seniors seemed somewhat different from the other classes. Although 77.8% of the freshmen, 71.4% of the sophomores, and 100.0% of the juniors identified changes in their behavior which they described as either somewhat or quite significant, only 30.0% of the seniors did so.

As was the case with change in thinking, there was a pattern for the assertive student to report more change in behavior than did the more assertive student. Of those in the third and fourth groups (least assertive), 88.9% and 83.3%, respectively, identified changes they felt were somewhat or quite significant, while only 55.5% and 28.6% of those in the first and second

groups, respectively, did so.

Overall Reaction to the Workshop and Attrition Rate

On the basis of answers to all items, the questionnaires were classified into three categories of overall reaction to the workshop: positive, neutral, and negative. Of all respondents, 64.5% were classified as positive, 16.1% as neutral, and 19.4% as negative. There was a definite pattern for those who were least assertive before the workshop to be more positive in their overall reaction. Of the fourth group (least assertive), 100% of the responses were classified as positive; of the third group, 88.9%; of the second group, 57.1%, and of the first group, only 22.2%.

Because the workshop consisted of three sessions held over a two-day period, one of the indicators of a negative response was dropping out before it was over. Students were asked whether they missed any sessions, and, if so, why. Of all respondents, 64.5% attended all sessions, 16.1% missed one or more because of a schedule conflict, and 19.4% missed one or more because they did not feel it worthwhile to attend all three. Deciding it not worthwhile to attend all three sessions was related to assertiveness before the workshop. Of the first and second groups (most assertive) 33.3% and 28.6%, respectively, did not feel it worthwhile to attend all three sessions, whereas only 11.1% and none of the third and fourth groups, respectively, did so.

Comments by the students who did not feel it was worthwhile to attend all the sessions are in Appendix II. In general, it appears that those students felt they had already dealt with the type of problems covered in the workshop and had resolved them to their satisfaction. They were at a different stage, concerned with how to cope, not with peers, but with those in authority.

The comments by some of those students who attended all the sessions and

who experienced quite significant changes are also found in Appendix II. The sessions for these students were obviously quite helpful and met their current need of dealing with peers.

Summary

In summary, the workshop seems to have been successful in meeting the needs of most of the women attending. Those needs were generally in being assertive in situations with peers. Changes in thinking as a result of the workshop were relatively high while the changes in behavior were less marked. The students who reported the most thinking and behavior change and the most satisfaction with the workshop, were, in general, less assertive than others in the group before the workshop. Those for whom the workshop was less beneficial appeared to be at a different stage in their development and were concerned more about assertiveness with those in authority than with peers.

APPENDIX I

ASSERTIVENESS TRAINING FOLLOW-UP QUESTIONNAIRE

Self Expression Score*

In order to help evaluate and determine the impact of the Assertiveness Training Workshop which you attended, we would appreciate your brief responses to the following questions. Please return to the Office of Educational Research in the enclosed envelope by February 13.

1. What is your class?
   - ____ Freshman
   - ____ Sophomore
   - ____ Junior
   - ____ Senior

2. Please check each of the sessions you attended.
   - ____ Friday night
   - ____ Saturday morning
   - ____ Saturday afternoon

3. If you did not attend all three sessions, please explain:

4. If you have noticed any changes in the way you feel or think about things since the workshop,
   a) Please describe these changes:

   b) Please indicate how significant you feel these changes are to you:
      - ____ Insignificant
      - ____ Somewhat significant
      - ____ Quite significant

5. If you have noticed any changes in your actions or behavior since the workshop,
   a) Please describe these changes:

   b) Please indicate how significant you feel these changes are to you:
      - ____ Insignificant
      - ____ Somewhat significant
      - ____ Quite significant

6. Do you feel the workshop was worthwhile to you? Why or why not?

7. If you have suggestions of ways the workshop might have been improved, please list them:

8. Other comments, suggestions:

Thank you for your help.

*The self-expression score is to assist in the analysis of the results; it will not be used to identify your response.

APPENDIX II

COMMENTS ON THE WORKSHOP

A. Comments by Students Least Favorable to Workshop Sessions

"It seemed to be an introductory course. . . another session could have included applying for jobs, dealing with employers, etc."

"The workshop was geared toward women who had difficulty dealing with boyfriends, butchers, etc. Not people like my boss, etc. People with power over me and my life style are people I have difficulty dealing with assertively."

"I'm conscious now about the difference between "agressive" and "assertive" but there have been no behavioral changes."
(from an assertive student)

"I'm more conscious of how I behave. I consider more how my actions/inactions might affect others." (from an assertive student)

"It didn't address my needs . . . it addressed, I thought, more underclassmen needs."

"Am more aware of situations that require assertiveness in myself and in others. Problems dealt with were those I had encountered several years ago."

B. Comments by Students Most Favorable to Workshop Sessions

"I am more aware of my responsibility in determining how to handle situations and better at being able to speak out when I feel it necessary. The change in my behavior and actions were quite significant and I feel good about it."

"I've stopped saying "we" when I mean to say "I". I'm able to stick up for myself in confrontations with friends, without feeling "aggressive."

"It forced me to think about why I act the way I do - admit it - and deal with it. The workshop came at a perfect time for me . . . I'd formed bad attitudes and was in an "intimidated" rut - but am now on the road to recovery."

"Before the class I used to feel uncomfortable when people attempted to manipulate or disregard my rights. Now, however, I am able to identify exactly what bothers me and how to deal with it, that is, what action to take or what to say."

"I feel I can be more assertive in situations now, and realize, in general, how to handle situations better. I don't act as non-assertive or aggressive as I did previously . . . rather than saying nothing or yelling, I talk more honestly. Very enjoyable experience."

"I am more aware of my non-assertive behavior, and I am better able to evaluate its appropriateness. I'm somewhat more outspoken and less apologetic."

APPENDIX III

THE COLLEGE SELF EXPRESSION SCALE

The following inventory is designed to provide information about the way in which you express yourself. Please answer the questions by putting the appropriate number in the space before the number.

Almost Always or Always	- 0
Usually	- 1
Sometimes	- 2
Seldom	- 3
Never or Rarely	- 4

Your answer should reflect how you generally express yourself in the situation.

____1. Do you ignore it when someone pushes in front of you in line?

____2. When you decide that you no longer wish to date someone, do you have marked difficulty telling the person of your decision?

____3. Would you exchange a purchase you discover to be faulty?

____4. If you decided to change your major to a field which your parents will not approve, would you have difficulty telling them?

____5. Are you inclined to be over-apologetic?

____6. If you were studying and if your roommate was making to much noise, would you ask him to stop?

____7. Is it difficult for you to compliment and praise others?

____8. If you are angry at your parents, can you tell them?

____9. Do you insist that your roommate does his fair share of the cleaning?

____10. If you find yourself becoming fond of someone you are dating, would you have difficulty expressing these feelings to that person?

____11. If a friend who has borrowed $5.00 from you seems to have forgotten about it, would you remind this person?

____12. Are you overly careful to avoid hurting other people's feelings?

____13. If you have a close friend whom your parents dislike and constantly criticize, would you inform your parents that you disagree with them and tell them of your friend's assets?

____14. Do you find it difficult to ask a friend to do a favor for you?

____15. If food which is not to your satisfaction is served in a restaurant, would you complain about it to the waiter?

____16. If your roommate without your permission eats food that he knows you have been saving, can you express your displeasure to him?

____17. If a salesman has gone to considerable trouble to show you some merchandise which is not quite suitable, do you have difficulty in saying no?

____18. Do you keep your opinions to yourself?

____19. If friends visit when you want to study, do you ask them to return at a more convenient time?

____20. Are you able to express love and affection to people from whom you care?

____21. If you were in a small seminar and the professor made a statement that you considered untrue, would you question it?

____22. If a person of the opposite sex whom you have been wanting to meet smiles or directs attention to you at a party, would you take the initiative in beginning a conversation?

____23. If someone you respect expresses opinions with which you strongly disagree, would you venture to state your own point of view?

____24. Do you go out of your way to avoid trouble with other people?

____25. If a friend is wearing a new outfit which you like, do you tell that person so?

____26. If after leaving a store you realize that you have been "short-changed", do you go back and request the correct amount?

____27. If a friend makes what you consider to be an unreasonable request, are you able to refuse?

____28. If a close and respected relative were annoying you, would you hide your feelings rather than express your annoyance?

____29. If your parents want you to come home for a weekend but you have made important plans, would you tell them of your preference?

____30. Do you express anger or annoyance toward the opposite sex when it is justified?

____31. If a friend does an errand for you, do you tell that person how much you appreciate it?

____32. When a person is blatantly unfair, do you fail to say something about it to him?

____33. Do you avoid social contacts for fear of doing or saying the wrong thing?

____34. If a friend betrays your confidence, would you hesitate to express annoyance to that person?

____35. When a clerk in a store waits on someone who has come in after you, do you call his attention to the matter?

____36. If you are particularly happy about someone's good fortune, can you express this to that person?

____37. Would you be hesitant about asking a good friend to lend you a few dollars?

____38. If a person teases you to the point that it is no longer fun, do you have difficulty expressing your displeasure?

____39. If you arrive late for a meeting, would you rather stand than go to a front seat which could only be secured with a fair degree of conspicuousness?

____40. If your date calls on Saturday night 15 minutes before you are supposed to meet and says that she (he) has to study for an important exam and cannot make it, would you express your annoyance?

____41. If someone keeps kicking the back of your chair in a movie, would you ask him to stop?

____42. If someone interrupts you in the middle of an important conversation, do you request that the person wait until you have finished?

____43. Do you freely volunteer information or opinions in class discussions?

____44. Are you reluctant to speak to an attractive acquaintance of the opposite sex?

____45. If you lived in an apartment and the landlord failed to make certain necessary repairs after promising to do so, would you insist on it?

____46. If your parents want you home by a certain time which you feel is much too early and unreasonable, do you attempt to discuss or negotiate this with them?

____47. Do you find it difficult to stand up for your rights?

____48. If a friend unjustifiably criticizes you, do you express your resentment then and there?

____49. Do you express your feelings to others?

____50. Do you avoid asking questions in class for fear of feeling self-conscious?

CONCLUSION: OVERALL IMPACT OF THE PROGRAM

A variety of measures were used to evaluate the "Women in Careers" program. For both men and women students, data were gathered in the following areas: a) choice of major; b) immediate post-baccalaureate occupation; c) attitudes toward the roles of men and women; d) expectations regarding level of education, success in future work, and life-styles; and e) use and evaluation of the Career Counselor, Career Advisory Panel, and women's studies courses. Questionnaires and evaluation forms were also used, primarily with women, to gather additional information on the helpfulness of programs and their perceived impact. Career Advisory Panelists were also asked to assess the programs they were involved in. Each of these measures contains weaknesses which prevents it from serving as an exact measure of the impact of the programs, yet, when considered together, these rough measures allow an overall assessment of the program's impact on St. Olaf college.

Impact on Women Students

The data gathered on women students presents evidence of only slight change in women as a whole in the direction of the goals of the program. For women who were directly involved in the program, however, the data suggest that the program had some impact on most of them and considerable impact on a few of them.

In choice of major, some change was found away from traditional sex-role expectations. More women graduates in 1977 than in 1974 chose to major in predominantly male fields, and fewer chose to pursue graduate study in predominantly female fields.

For random samples of women, we found no evidence of change from 1976 to 1978 in attitudes toward the roles of women and men or in expectations regarding level of education, success in future work, or life-styles. Despite this lack of

change in the women as a group, differences were found between women who indicated they had taken part in one of the three major parts of the program and those who had not, both in attitude toward the roles of women and men, and in expected life-style. Participants showed greater support for nontraditional sex roles, less support for defining roles in terms of obligations and restrictions, and greater career orientation than did nonparticipants.

The data on immediate post-baccalaureate occupations of women graduates did not provide much evidence of change during the period of the program. Although there was a decrease from 1974 to 1977 in the percentage of female students choosing the typically female occupations of teaching and nursing, there was no evidence of an increase in the number selecting typically male occupations. In addition, no evidence was found that the occupations of women who participated in the "Women in Careers" program differed significantly from the occupations of St. Olaf women as a whole. The occupations of women in the classes of '76 and '77 who had seen the Career Counselor or attended the fall, 1976 career planning retreat were very similar to the occupations of the classes of '76 and '77 as a whole.

Women who participated in the various aspects of the "Women in Careers" program definitely felt it had an impact on them, however. Women who took women's studies courses gave them a higher rating in amount learned than was received by the average St. Olaf course using voluntary course evaluation. Women students also indicated that they felt these courses had definite personal impact.

The majority of the women who participated in Career Advisory Panel (CAP) programs or utilized the services of the Career Counselor indicated that they found them helpful, and that they felt these programs had some impact on them. Many of the changes described by these students were in areas that one would not necessarily expect to see reflected in immediate post-baccalaureate employment, such as changes in assertiveness or in perceptions of alternative life-styles. In

addition, few students indicated that the program caused them to make a decision they might not otherwise have made, although statements that they felt encouraged were common.

Although the women who participated in the various parts of the "Women in Careers" program clearly found them valuable, the small amount of overall change among women students may be disappointing to some of the program's supporters. Although there are many possible explanations for this apparent lack of change, two seem particularly worthy of consideration. One is the time frame involved in most of the research. Many of the women studied had been exposed to the program for only one or two years out of their four years at St. Olaf, and the attitude measures were taken only two years apart, in 1976 and 1978. It is probably unrealistic to expect much change in such a short period of time.

A second possible cause of the small amount of observed overall change might be the numbers and type of students served by the program. Our data indicate that in Spring, 1978, just under half of St. Olaf women had either consulted with the Career Counselor, had contact with a CAP, or taken a women's studies course. About a third indicated they did not know about the career counseling service, and about a third indicated they did not know about the CAPs. The students not served by the program may have included those with the most traditional attitudes. The differences in attitudes and expectations found between participants and nonparticipants, while possibly indicating impact of the program, may also indicate that program participants held less traditional views to start with. If the more career-oriented women were the ones who took part in the program, then their initially high career orientation may explain why they described the impact of these programs in terms of encouragement, information, and opened alternatives, but rarely indicated it affected a major decision. It may be that in order to have had much overall impact on St. Olaf women, the program would have had to have reached out to serve a higher percentage of women

students, not just those most career-oriented.

It is not uncommon, however, for new services and programs to attract as early participants those persons who seem to need the services least. (Faculty development programs are good examples of this.) Thus, it is probably unrealistic to think that a much higher percentage of women students could have been reached in the first three years of the program.

Impact on Men Students

The data gathered on men students suggests a pattern of impact similar to that found for women students. Slight changes were found for men as a whole in the direction of the goals of the program, and the men directly involved in the program indicated that it had impact on them.

The changes found for men as a whole were different from those found for women as a whole, however. Whereas women's choice of major showed some change away from traditional sex-role expectations, men's did not; in fact, the percentage of men choosing predominantly male majors, both graduate and undergraduate, increased between 1974 and 1977. Whereas no changes were found for women as a whole in attitudes toward the roles of men and women, some attitude change was found in men. In 1978, men students showed greater recognition of equal ability, greater support for equal opportunity, and greater acceptance of women's studies than they had in 1976. As was the case with women students, no changes were found between 1976 and 1978 in men's expectations regarding level of education, success in future work, or life-style.

Although the numbers were small, most of the men who had seen the Career Counselor, had contact with a CAP, or taken a women's studies course, indicated that they felt these programs had had some impact on them. Ratings of impact were particularly high for women's studies courses. In addition, there was some evidence that the men who indicated they had participated in these programs were

more supportive of women's careers than were men who had not.

In the random sample of students surveyed in the spring of 1978, about one-fourth of the men indicated they had consulted with the Career Counselor, had contact with a CAP, or had taken a women's studies course, which was about half the participation rate for women. When we consider that many of these activities were limited to, or primarily addressed to, women, and that none were specifically addressed to men, this participation rate seems fairly high. Although the small amount of change in men as whole and the small number of men participating indicate that there is clearly more work to be done with men students in the area of changing sex roles, the extent of impact on men during the first three years of the program seems encouraging when we consider that most of the program's efforts were directed at women.

In summary, the various measures used to evaluate the "Women in Careers" program show that, although there was only slight evidence of change in the student body as a whole, the program had definite impact on some students and some impact on many students, both male and female. The evidence suggests that the "Women in Careers" program has made a reasonable beginning at developing in St. Olaf students new awareness and sensitivity toward the changing roles of women and men.